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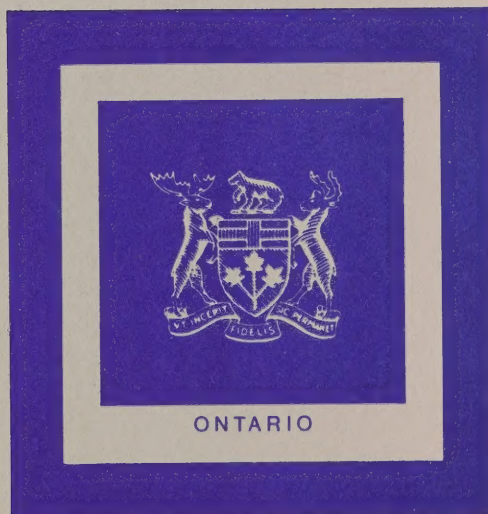
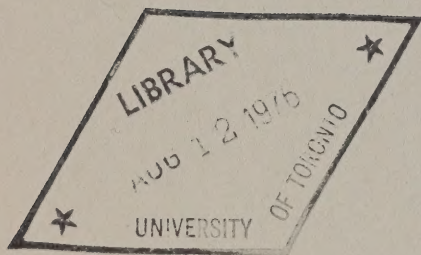
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Teacher's Handbook ■ BOOK 2

Government
Publications

CARSON W. MARTIN an introduction to **CANADIAN ENGLISH**

revised by Lillian Butovsky and Esther Podoliak



PRODUCED BY
Ministry of Community and
Social Services • Citizenship Branch

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of adult New Canadians in Ontario is a co-operative project of:

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and

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Teacher's Handbook
■ **BOOK 2**

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CARSON W. MARTIN
an introduction to
**CANADIAN
ENGLISH**

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ONTARIO

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Ministry of Community and
Social Services • Citizenship Branch

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Note on the Revised Edition

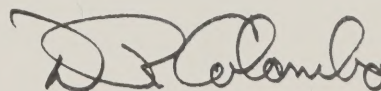
Any textbook produced for second language teaching should be considered as an interim publication, eventually requiring up-dating in both material content and method.

The original second book of "Introduction to Canadian English" was certainly looked at in this way by the author and provision was made for a first revision of its contents several years later.


The present (second) revision has been made in the light of great changes which have come about in attitudes toward language teaching methods in recent years. The creators of this new version of the text (Lillian Butovsky and Esther Podoliak) have the advantage of being practising teachers as well as having a knowledge of how language teaching methods have been influenced by recent developments in the field of linguistics.

Being quite familiar with the saying, "Even when you are on the right road, if you just sit there you will get run over" they have moved with the times and produced, we believe, a most useful and up-to-date text, seasoned with many creative suggestions to the teacher. A lively visual component has been provided by the artist Ken Gray.

A number of people have co-operated with the authors in testing this material in the classroom. We would like to thank Sylvia Taba and Derek Webster of Seneca College of Applied Arts and Technology for their valuable comments and suggestions and Ray Santin, Chairman of ESL at George Brown College of Arts and Technology whose staff co-operated with us in testing this material. Thanks are also due to the Ontario Citizenship Branch teachers and especially Farhat Ahmad and Dennis Drum who did extensive testing of this text.



D. R. Colombo
Director, Citizenship Branch



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How to Use This Book

This course is designed for adult students of English as a second language at the intermediate level. Each of the fifty lessons introduces one or two new grammatical items, with most exercises and many entire lessons revolving around a single theme.

Student's Book

It contains only that material which the student needs for reading or writing in the classroom or which he can use for independent study at home.

Teacher's Book

This constitutes the entire course. It is therefore important that the teacher work from this book and not from the Student's Book. All items contained in the Student's Book are included in the Teacher's Book where they are marked by this symbol — ●.

Each lesson includes some of the following items:

INTRODUCTION of the structural item(s)

**SUBSTITUTION IN THE INTRODUCTION and
DRAMATIZATION IN PAIRS**

PRONUNCIATION NOTES

STRUCTURE NOTES

EXPLANATION

PRONUNCIATION EXERCISE

EXERCISES including RECALL and WRITTEN EXERCISES

DIALOGUES

READING and related activities

FURTHER USE OF PICTURES

SUPPLEMENTARY SECTION

ALTERNATIVE SECTION

INTRODUCTION of the structural item

Description

The Introduction consists of a series of six to nine pictures on one page with an accompanying story or dialogue on the following page. It is found in both the Teacher's and Student's Book. The page of pictures can be made into a transparency for use with an overhead projector.

Aim

1. To provide models of authentic Canadian speech.
2. To serve as a context for the introduction of one or more structural items, for example: a verb tense, modal, verb pattern or conjunction.
3. In cases where the Introduction is a dialogue, to serve as the basis for the creation of new exchanges in the classroom. (See SUBSTITUTION IN THE INTRODUCTION below.)

Procedure

Stage I: Listening

The class looks at the pictures **only** and listens to the teacher who says the number of each picture and reads the accompanying text.

In some lessons in the Student's Book the text and pictures fall on facing pages. In such cases you might ask the students to cover the text.

Stage II: Comprehension

Students continue to look at the pictures only. The teacher reads the text aloud again. This time he stops after each line to explain any new vocabulary and to ask questions that test the student's comprehension. For example, Lesson I, line 4:

Teacher: the one with all the cans

What do we mean by "the one"?

Student: **the shelf**

Teacher: Put the phrase "the one with all the cans" into a complete sentence.

Student: **It's on the one with all cans.**

Stage III: Repetition

Students continue to look only at the pictures and not the text.

1. Direct the students' attention to picture No. 1.
2. Say the accompanying text two or three times. Students listen.
3. Have the class repeat the line after you. (It is helpful to establish two gestures — one signalling that the class is to listen only; the other that they are to repeat.)
4. Have individual students repeat the line after you. (Briefly correct pronunciation errors, but do not spend so much time with any one student that he is embarrassed or that the rest of the class loses interest.)

Repeat steps 1 to 4 with each picture.

If a sentence is long or difficult, have students repeat it clause by clause or phrase by phrase. It is usually easier to retain the natural rhythm and intonation of the sentence if you break it up starting from the end rather than the beginning. This is known as **backward build-up**. For example, in line 6:

Teacher: to get it
Class: to get it
Teacher: the baby to get it
Class: the baby to get it
Teacher: I don't want the baby to get it
Class: I don't want the baby to get it.

Stage IV: Reading

Students turn to the printed text and read it aloud. (At this stage you might point out any sound-symbol peculiarities, for example, silent letters or homonyms.)

Stage V: Recall

Students turn back to the pictures and use them as an aid to recalling the accompanying text. Begin by having each student recall only one sentence. After a few minutes you may find that there are some students who can recall the whole story. In the case of dialogues, one person should **never** say the entire text. Rather, the dialogue should be dramatized by two students.

The five stages can be completed in about twenty minutes.

SUBSTITUTION IN THE INTRODUCTION and DRAMATIZATION IN PAIRS

Description

In those cases where the Introduction is a dialogue, a Substitution takes place the following day. This substitution involves dividing the class into pairs and having each pair create a **new** dialogue based on the Introduction. The degree to which the new dialogue varies from the original depends on the students themselves.

Aims

1. To provide students with an opportunity for freer exchange.
2. To give further situational practice with the structures taught in the lesson, to the extent that these structures are reused in the Substitution.
3. To test students' comprehension of the Introduction dialogue inasmuch as errors in comprehension are revealed when students attempt to create a new dialogue based on the original one.

Procedure

See Lesson 2, page 9.

PRONUNCIATION NOTES

These notes appear in the early lessons only. They call attention to some of the likely errors that students will make in the Introduction. In some cases corrective techniques are outlined, but more often you are referred to the brochure "Sound Studies of English". This publication is available free of charge to E.S.L. teachers and can be obtained by writing to:

Ontario Citizenship Branch
5th Floor
Hearst Block
900 Bay Street
Toronto 182

Pronunciation problems are never solved in a hurry. It is better to spend just a few minutes in every lesson on pronunciation than to subject students to lengthy pronunciation work from time to time.

To indicate stress, the following symbols are used in the Pronunciation Notes and Explanations:

Primary Stress /

Secondary Stress -

e.g. shóe pólísh

whích shélf is it on?

Unmarked syllables receive tertiary or weak stress.

The symbol / ə / appears frequently throughout the book. It refers to the vowel sound which appears initially in “about” and in the final syllable of station”.

STRUCTURE NOTES

These notes appear in several of the lessons and are meant to provide reference material for the teacher.

EXPLANATION

Description

The Explanation of the structural item(s) presented in the Introduction follows the text of the Introduction, both in the teacher's and student's books. Other explanations may appear throughout the lesson. Each one is enclosed in a box. These Explanations are merely rules of thumb meant to help the student initially.

Aim

Although the Explanation has been included primarily for the student who is working without a teacher, you may wish to present the Explanation orally, or to call the students' attention to it in their books. In many cases, it is best not to treat the Explanation as a separate section but to incorporate it into the comprehension questions which you ask during *Stage II* of the Introduction.

PRONUNCIATION EXERCISE

Whereas the Pronunciation Notes deal with problems and corrective techniques, the Pronunciation Exercises are meant to give students further insight into the sound system of English and to help prevent pronunciation errors. Each exercise takes no more than five to ten minutes. There are only a few such Pronunciation Exercises in the book, but teachers can, if they wish, use them as a guide in preparing additional ones.

Most teachers have had the experience of working with students whose syntax and vocabulary are very good, but whose pronunciation is so faulty as to make their speech almost unintelligible. This is a great pity, and for this reason we emphasize the importance of work in pronunciation. The aim is, of course, **not** for the student to achieve native pronunciation, but rather intelligible speech.

EXERCISES

Description

The Student's Book contains only one or two exercises per lesson. These are simple and controlled exercises which the student can do working on his own. The more creative and personal exercises in the lesson appear in the Teacher's Book only.

The exercises give practise in using the structural item(s) presented in the Introduction. As far as possible, exercises are situational, that is, they revolve around a single person or theme.

The following is an example of a controlled situational exercise, taken from Lesson 40. The lines in bold type are examples of students' responses.

EXERCISE — "Will she let me. . ."

Here are some questions that Chris asked about the landlady:

1. Sometimes I get lonely in the evening. I like to bring friends in.
Will she let me bring friends in?
2. I like a lot of fresh air. I like to keep the windows wide open.
Will she let me keep the windows wide open?
3. Sometimes I get very cold in the winter. I like to turn up the heat.
4. Sometimes I get hungry at night. I like to keep food in my room.
5. Sometimes I like to lie on the grass in the summer.

Procedure

Books closed: Most exercises are meant to be done with the students' books closed. This gives students an opportunity to develop their listening skill. It also makes for a livelier class, with students attentive to the teacher and one another, rather than concentrating on a text.

New Vocabulary: This has been kept at a minimum in the exercises so as not to interfere with the structural item being learned. However you may have to explain some new words.

Examples: Examples of the students' responses appear in bold type. Since the students' books are to be closed during the exercise, these examples are presented orally.

Pace: Highly-controlled exercises should be kept at a lively pace. Any exercise should be cut short if interest lags.

RECALL EXERCISES

Many of the highly-controlled exercises are followed by Recall Exercises which give further practice with the new structures or review earlier ones. The Recall Exercise below follows the exercise about Chris and the landlady:

RECALL EXERCISE — Review of hidden questions

What are all the things Chris wanted to know?

He wanted to know if the landlady would let him bring friends in. etc.

Recall Exercises often develop the situation that is introduced in the first exercise. Students are required to add some original element, as in the example below:

RECALL EXERCISE

When Chris spoke to the landlady she said, "Yes" to all his questions but she made certain conditions. She said:

I'll let you bring friends in as long as they aren't too noisy.

I'll let you keep the windows wide open as long as you keep your door closed.

What else did she say?

Short and Long Responses: In the first Recall exercise above, the student's response shown is a complete sentence (He wanted to know if the landlady would let him bring friends in.). However in speech the shorter response (If she would let him bring friends in) seems more natural. First have one student give the short response, then turn to another student for the long response.

Students' Responses: It is a good idea to give everyone a chance to think of a response before calling on one student. Do not call on students in any fixed order. From time to time, have the whole class repeat an individual's response.

WRITTEN EXERCISES

Each lesson includes one exercise that students write after it has been done orally. This writing serves to reinforce the oral work, to provide a change of pace and to help teachers detect individual problems. It is not necessary to allow time for every student to complete the exercise. Slower writers can finish it at home.

DIALOGUES

Some exercises are in the form of short dialogues. See Lesson 10.

READING

Description

The Reading in each lesson is thematically or structurally related to the Introduction. It often contains information that may be helpful to newcomers to Ontario. There are, for example, readings on bank accounts, Legal Aid and health care. Other readings are in a lighter vein. From the language point of view, selections have been written so as to include new vocabulary and idioms, but few if any new structural items.

Procedure

The reading can be treated in a variety of ways. For example:

1. The teacher reads the selection aloud. Students follow the text. As the teacher goes along, he explains any new vocabulary and asks questions to ensure students' comprehension.
2. Students can read portions of the Reading silently and answer oral questions after each portion has been read. To save time, you could have students read the simpler selections at home.

You might want the students themselves to read certain portions aloud. If so, let them hear you read first to avoid unnecessary pronunciation errors.

Each Reading is followed by one or more **suggested** activities such as a Comprehension test, Discussion, Vocabulary work or an Exercise in forming complex sentences.

FURTHER USE OF INTRODUCTION PICTURES

Every set of Introduction pictures can be used again at the end of the lesson — this time to review earlier structural items, and specifically, question formation. Examples of this use are found in many of the earlier lessons. See page 7.

SUPPLEMENTARY SECTION

This section provides material for a class which has already covered the main body of the lesson and has additional time.

ALTERNATIVE SECTION

This section provides alternative ways of practicing the structural items in the main body of the lesson.

REVIEW

Most teachers have had the discouraging experience of finding that an item which has been well learned on one day has been forgotten several days later.

To help prevent this loss, regular review is included in the text. For example, the item “want somebody to do something” appears first in the Introduction of Lesson I, is reviewed in the Substitution the following day, and reappears in a **new** context in an exercise several days later. Thereafter it is brought back in the Further Use of Pictures. If time is at a premium, it would be better to reduce time spent on reading rather than omit review.

TIMETABLE

Each lesson has been planned to provide a variety of pace and activities. Concerted oral work is broken up by a Written Exercise and followed by a Reading. Less demanding exercises come toward the end of lesson.

The following timetable is included as a guide for night school teachers who would like to complete each lesson in one evening, i.e. two hours. For this reason only thirty minutes has been suggested for Reading and related activities. It may be necessary to omit some activity and/or shorten the Reading.

| | |
|--|---------------------------|
| REVIEW of earlier INTRODUCTION(S) | 5 Minutes |
| INTRODUCTION or SUBSTITUTION | 20 Minutes |
| PRONUNCIATION EXERCISE | 5 Minutes |
| 3 or 4 EXERCISES (oral and written) | 45 Minutes |
| READING AND Related Activities | 30 Minutes |
| FURTHER USE OF PICTURES | 10 Minutes |
| | <u>115 Minutes</u> |

Teachers in all-day E.S.L. programmes should be able to adapt this material to their longer classes.

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Lesson 1



Lesson 1

to want somebody to do something

● INTRODUCTION — Shoe Polish (*Students Book page no. 2*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Jack:** Where's the shoe polish?
- ② **Anna:** It's in the cupboard above the stove.
- ③ **Jack:** Which shelf is it on?
- ④ **Anna:** — the one with all the cans.
- ⑤ **Jack:** Why are you keeping it here?
- ⑥ **Anna:** — because I don't want the baby to get it.

PRONUNCIATION NOTES

- ③ “Which shelf” can present a couple of difficulties. For one thing, Greek and Chinese students often pronounce the /ʃ/ in “shelf” rather like an /s/ as in “self”. (See page 25 in “The Sound System of English”.) Secondly, students often insert a vowel between the two words — “which-uh-shelf”. To correct this error, have the students pronounce the word “wit” and leave the tip of the tongue on the gum ridge. (A drawing here might help.) Then have them continue with “shelf”.
- ③ “is it on” ⑥ “get it”

In both these phrases, the pronoun “it” is often either overstressed or omitted. This latter error may be the result of students not hearing you pronounce the pronoun, since it normally receives only weak stress. Show or beat out the stress pattern:

Which shelf is it on?

the baby to get it

Ontario speakers usually pronounce the /t/ in “is it on” and the middle /t/ in “get it” as flaps (like the middle consonant in “Betty”). Students should be taught to recognize the flap /t/ although they might find it easier to produce the /t/ that occurs in “team”.

● EXPLANATION — Noun compounds

Sometimes a noun compound consists of two nouns, e.g. “shoe” and “polish”:

shoe polish
toothpaste

Sometimes a noun compound consists of an adjective and a noun:

blackbird

Notice that the first part of the compound receives the stronger stress.

LESSON 1

PRONUNCIATION EXERCISE – The stress pattern of compound nouns

Build up the list below on the blackboard by asking questions such as the following:

What do you call the polish that you use to polish furniture?

Check that the first part of the compound receives the stronger stress.

shoe polish

furniture polish

toothpaste

toothbrush

paint brush

hair brush

● EXERCISE – “She doesn’t want him to . . .”

Students’ books closed.

- | | |
|---|--|
| 1. Anna’s baby is playing with the shoe polish. She doesn’t want him to play with it. | 4. He is eating the toothpaste. |
| 2. Anna’s baby is taking the furniture polish. She doesn’t want him to take it. | 5. He is writing on the wall. |
| 3. He is opening her purse. | 6. He is playing with the paint brush. |
| | 7. He is smoking his father’s pipe. |
| | 8. He is taking off his shoes. |
| | 9. He is putting on his mother’s hat. |

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 2)

EXERCISE – Making questions. “Where (what, who, etc.) does he want you to . . .?”

1. My wife doesn’t want me to shop uptown.
Where does she want you to shop?
2. My father doesn’t want me to study French.
What does he want you to study?
3. My father doesn’t want me to marry George.
4. My wife doesn’t want me to travel by plane.
5. My cousin in New York doesn’t want me to visit him at Christmas.
6. My father doesn’t want me to get married in December.
7. My husband doesn’t want me to buy a midi coat.

PRONUNCIATION EXERCISE – Sound discrimination

Put the following two columns on the blackboard and read them aloud:

1

He wants to sit down.

He wants to go home.

2

He wants her to sit down.

He wants him to go home.

Students often cannot distinguish the pattern in column 1 from that in column 2, because they do not hear the pronouns “her” and “him”. Native speakers put weak stress on these pronouns and often drop the /h/.

LESSON 1

Give the following directions to the class:

If I say, "I want to sit down," you say, "OK. Sit down."

If I say, "I want her to sit down," you say, "Tell her."

If I say, "I want him to sit down," you say, "Tell him."

Say a number of sentences in these two patterns. For example:

1. I want to stop smoking.

2. I want to polish my shoes.

3. I want him to get some coffee.

4. I want her to study.

5. I want to see a movie.

6. I want her to polish my shoes.

and have students respond as directed.

DICTATION

Make up a few more simple sentences in the two patterns above and use them for dictation.

● READING — Safety Labels (Students Book page no. 2)

Many accidents happen in the home. Some of the products in our house are dangerous. For example, floor cleaner can catch fire and iodine is poisonous.

The Federal Government has made a law. This law says that every dangerous household product must have a special picture. The picture is on the label of the container. Each picture is a symbol of danger.

First aid treatment is written on the back label or the side label of the container. In case of poisoning, take the container with you to a Poison Control Centre.

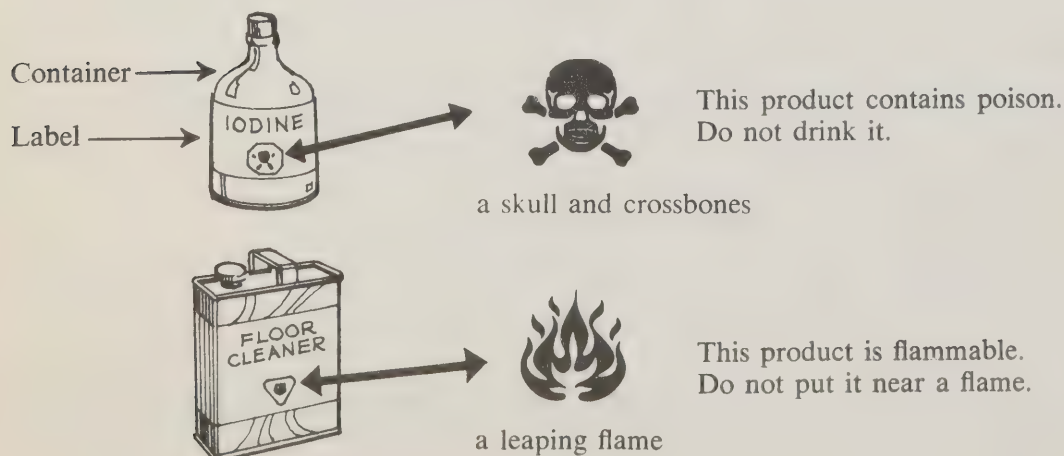
In Toronto, they are located at:

Hospital for Sick Children, 555 University Avenue, 366-7242

Toronto East General Hospital, 825 Coxwell Avenue, 461-8272

If there is no Poison Control Centre in your city, call 0, or the Emergency number, or go to the Emergency Department of the nearest hospital. Teach older children how to read the new labels, and keep dangerous products in a place where younger children cannot get them.

Keep a box of baking soda near your stove to pour on small fires.



LESSON 1



a skeleton hand
in liquid

This product is corrosive.
Do not get it on your eyes or skin.



an exploding bomb

This container is an aerosol tin.
It can explode. Do not heat it.
Do not puncture or incinerate it.

Here are three more symbols. They are used on the highways and on labels. The first symbol carries the strongest warning.



DANGER



WARNING



CAUTION

On labels two symbols are combined. For example:



CAUTION
CORROSIVE PRODUCT

VOCABULARY

Bring in empty containers or pictures from magazines to teach the vocabulary of household items, drugs and hardware items which might carry safety labels. For example:

oven cleaner
drain cleaner
paint
turpentine

bleach
peroxide
insect spray
etc.

DISCUSSION

1. Which products are poisonous (flammable, corrosive, contained in aerosol tins)?
2. Where do you keep your turpentine (shaving cream, oven cleaner, drugs, money, valuables, etc.) and why?

FURTHER USE OF INTRODUCTION PICTURES

This exercise gives practice in asking and answering questions.

Procedure:

Whenever one student asks a question, another student answers it with a short natural reply. If you wish, have a third student put the answer into a complete sentence. In some cases, the answer is not contained in the picture and the student makes one up.

1. Picture ① Jack's shoes are dirty. Ask "why?"

Student 1: Why are Jack's shoes dirty?

Answer the question.

Student 2: Because . . .

Put that into a full sentence.

Student 3: Jack's shoes are dirty because . . .

2. Jack's looking for something. Ask "what?"
3. Jack's looking for the shoe polish. Ask "what colour shoe polish?"
4. Jack's talking to somebody. Ask "who?"
5. Jack and Anna like to eat dinner early. Ask what time they started to eat.
6. They like to eat a lot. Ask what time they finished eating.
7. Anna is washing the dishes. Ask when she started.
8. Jack and Anna have lived in this house for a long time. Ask "how long?"
9. Ask when they moved in.
10. Anna is going to do something when she has finished washing the dishes. Ask "what?"
11. Jack wants to go out but Anna asked him to stay home. Ask "why?"

BUILD-UP SENTENCE

This exercise aims at giving students practice with long sentences. It follows from no. 11 above.

Teacher: Where does Jack want to go?

Student: Jack wants to go out.

Teacher: What did Anna ask him to do?

Student: She asked him to stay home.

Teacher: Join the two sentences.

Student: Jack wants to go out but Anna asked him to stay home.

Teacher: Why did Anna ask him to stay home?

Student: Because she wants . . .

Teacher: Join everything.

Student: Jack wants to go out but Anna asked him to stay home because she wants . . .

Alternative Section

"Gesture" EXERCISE — "wants to, wants somebody to, doesn't want somebody to"

1. When the policeman makes this gesture, what does he want you to do?
He wants me to stop.
2. When he does this . . .
He wants me to continue.
3. When he does this . . .
He wants me to pull over.

LESSON 1

4. When a woman takes out a cigarette and holds it like this, what does she want? What does she want you to do?
5. When you go into a restaurant and a lady smiles at you . . .
6. When a child points at the milk, what does he want? What does he want you to do?
7. When he points to the cookies . . .
8. When he points to the door . . .
9. When he points to his shoes and to his feet . . .
10. When he takes your hand and pulls you to the car . . .
11. When he tugs at his sweater . . .
12. When you put on your coat and go to the door and he starts to cry, what doesn't he want you to do?
13. When you go to pick him up and he starts to cry . . .

Ask students to show some of the gestures of their native countries.

PERSONAL EXERCISE — “I want him to . . .”

Choose A, B or C, depending on the interests of your class:

- A. *The teacher says the passage below, meanwhile writing the phrases in bold face type on the blackboard.*

I know a married couple with a daughter. The husband and wife want different things for their daughter. The husband wants his daughter **to learn how to cook**. He wants her **to get married** and **to have a home and children**.

The wife, on the other hand, wants the daughter **to go to university** and **to get a good education**. She wants her **to have a profession**. In fact, she wants her **to be a doctor** because she wants her **to be able to earn a good living**. Also, the wife has a lot of illness and she wants her daughter **to be able to care for her** when she is sick.

When finished saying the passage, ask the students to tell you what they want their children to be, to learn, to have, and to be able to do. Deal separately with each of these verbs. Then ask students to tell you something they don't want their children to do. You might allow a few minutes for each person to write one sentence, and have some of the sentences read aloud.

- B. *Replace the name below by the name of a person in your class, and read the following sentences to your class:*

Armando has just won a million dollars in the lottery. Now everybody wants to be his friend and everybody wants something from him. What do you want him to do for you?

- C. *Ask the class if there is something unpleasant that their wife (husband, girlfriend, etc.) always wants them to do.*

LISTENING EXERCISE — “He wants her to . . .”

Replace the name below with the name of a student in your class.

Read the following paragraph aloud twice. Students listen carefully. Then the teacher asks the question at the end. Students answer in complete sentences.

Anna has a job as a waitress. She is thinking of quitting because the boss wants her to do too many things. Every day he says: “Please work overtime tonight; please wash the windows; please type the menu; please wash the floor; and please make the coffee.” Sometimes he also sends her to the bank. He also asks her to smile at him in the morning. What are all the things the boss wants her to do?

Lesson 2

Adjective Phrases

REVIEW

Students dramatize the Introduction in Lesson 1, Shoe Polish.

SUBSTITUTION IN THE INTRODUCTION

Procedure:

1. *Put the incomplete dialogue below on the blackboard. (You might prefer to do this before the class begins. In that case, ask students not to look at the blackboard while doing the Review of the Introduction.)*
2. *Ask the class to suggest something else that Jack might be looking for, other than shoe polish. Complete Line ①*
3. *Have the class give you suggestions for completing the other lines.*
4. *Have two people read through the completed dialogue.*

- ① Where's the []?
② It's in the cupboard [] the [].
③ Which shelf is it on?
④ — the one with all the [].
⑤ Why are you keeping it here?
⑥ — because I don't want [] to [].

5. *If necessary, make further substitutions until the idea of substitution is clear to the class. You may want to allow for greater freedom in substitutions. For example:*

- ② It's [on the table].
③ Which [table]?
or
② It's [in the living room].
③ [Where in the living room]?

In certain cases, lines will logically be omitted. For example:

- ① Where are my skis?
② They're at my office.
③ Why are they there?
④ I don't want you to go skiing this weekend.

DRAMATIZATION IN PAIRS

Procedure:

1. *When everyone understands the idea of substitution, erase the dialogue from the blackboard.*
2. *Divide the class into pairs, each person being paired off with the person beside him.*
3. *Each pair creates its own dialogue and practises it aloud, all pairs working simultaneously. There is no writing.*

LESSON 2

4. *During this time, go around making individual corrections and supplying needed vocabulary until most of the pairs are ready.*
5. *Some people will adhere closely to the original dialogue. Others will move towards freer discussion. Watch for illogicalities and misunderstandings. For example:*

Where are my glasses?
They're on the table.
Which shelf are they on?

6. *Have each pair dramatize their dialogue for the class. If the class is small, there might be time for all the dialogues to be presented. Other members of the class listen and offer corrections when each dialogue is finished.*

EXERCISE — Presentation of adjective phrases

You might ask the class to pretend that this is their first day together and that no one knows anyone's name.

Teacher (to one student): Please give this book to the man in the blue sweater.

Give similar directions to one or two more students. Then have them carry on, giving directions to one another. With your help, they will probably come up with four types of identification. You might build up a chart on the blackboard as you go, such as the one below:

● EXPLANATION— Adjective phrases

Adjectives usually come before the noun. (See Book I)

the tall blonde Hungarian girl

Adjective phrases come after the noun. There are many kinds of adjective phrases. Here are some:

1. with the preposition "in" — the woman in the red hat
2. with the preposition "with" — the man with the beard
3. with a preposition to show location — the man near the window
4. with the "ing" form — the man reading the book

● EXERCISE — Adjective phrases with the "ing" form

Students' books closed.

Mr. Silverfinger is a spy for Inter-Espion. He often has to meet with other spies that he has never seen before. Each time he has to meet a new spy, Mr. Silverfinger's boss tells him what the new spy will do so that Mr. Silverfinger will be able to recognize him.

Replace the descriptions in 1 and 2 by descriptions of students in your class.

1. One day Mr. Silverfinger had to meet a man at the train station in Rome. His boss said, "The man will be wearing a red rose." Which man did Mr. Silverfinger speak to in the train station?
He spoke to the man wearing the red rose.
2. The next day he had to meet a man at the airport in London. His boss said, "He will be holding a yellow umbrella." Which man did Mr. Silverfinger speak to?
He spoke to the man holding the yellow umbrella.

LESSON 2

3. The next day he had to meet a man in a telephone booth in Athens. His boss said, "He will be polishing his glasses when you walk by." Which man did Mr. Silverfinger speak to?
4. The next day he had to meet a man in a restaurant in Corsica. His boss said, "He will be eating an orange sherbet." Which man did Mr. Silverfinger speak to?
5. The next day Mr. Silverfinger had to meet a man in a cafe in Florence. His boss said, "He will be drinking a cappuccino." Which man did Mr. Silverfinger speak to?
6. The next day Mr. Silverfinger had to meet a man in a park in Havana. His boss said, "He'll be smoking a cigar." Which man did Mr. Silverfinger speak to?
7. The next day Mr. Silverfinger had to meet a man at a bus stop in Hong Kong. His boss said, "He'll be reading a newspaper." Which man did Mr. Silverfinger speak to?
8. *Add another example, making your classroom or building the meeting place, and giving a description of a real student.*

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 4)

EXERCISE — Review of "doesn't want somebody to do something".

1. Why does Mr. Silverfinger wear dark glasses?
Because he doesn't want anybody to recognize him.
2. Why does he write in code?
3. Why does he wear gloves?
4. Why does he cover the telephone with a handkerchief?

● EXERCISE — the man in ...

the man with ... (*Students Book page no. 4*)

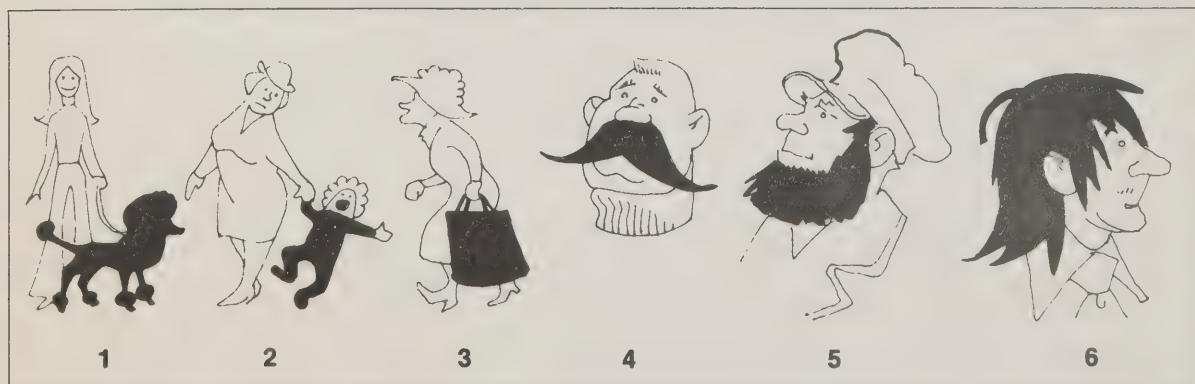
When I saw Silverfinger in Rome he was running out of a building. "Why are you running?" I asked him. He answered,

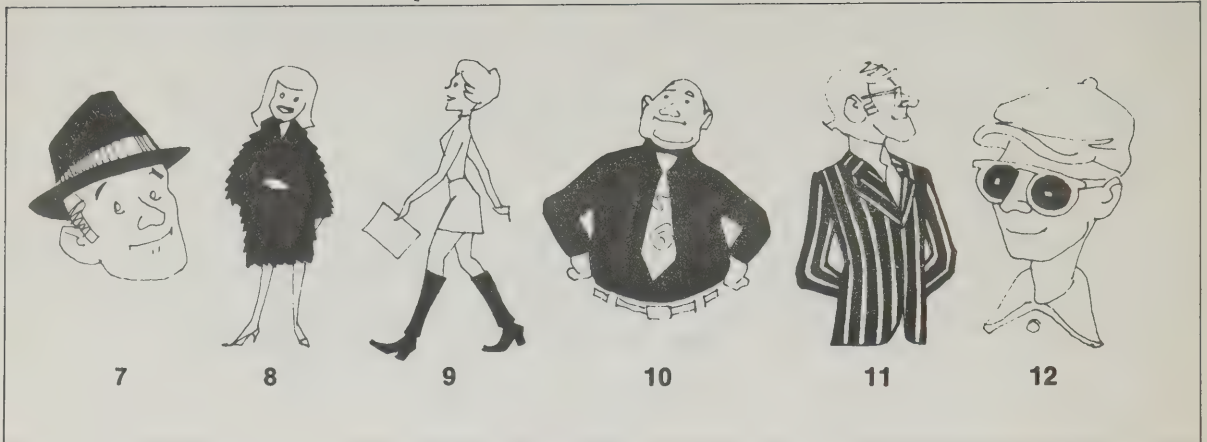
I don't want the woman with the dog to see me. She's a spy.

What did he say in situation 2 below?

I don't want the woman with the baby to see me. She's a spy.

What did he say in situations 3-12 below?





Note: In numbers 7-12 above, “in” can replace “with”. For example:
I don’t want the man *in* the hat to see me.

RECALL EXERCISE

When Silverfinger returned to his office, he told his boss what happened. “I was followed by 12 people,” he said.

“You were fooled,” the boss answered. “Those weren’t 12 different people. That was one man — Mr. Everyface in 12 different disguises.”

“Do you mean,” said Silverfinger, “that the woman with the dog and the woman with the baby were one and the same?”

Have each student add one segment:

Do you mean that the woman with the dog and the woman with the baby and the woman with the bag were one and the same?

until they have built up to all twelve. Encourage students to remember the people without looking at the pictures.

● “What’s Wrong?” EXERCISE — The position of adjective phrases

Students’ books open at page 5.

Which of the following sentences are incorrect?

Make corrections:

1. Wanted: a piano by a woman in good condition.
2. The man with chocolate syrup ordered ice cream.
3. The girl was hit by a truck on a bicycle.
4. The man ordered a hamburger with onions.
5. A man can’t eat pickles with stomach trouble.
6. Two men were attacked by some lions on safari.
7. The woman with French fries on the side ordered a hamburger.
8. Wanted: a piano by a woman with mahogany legs.
9. The man ordered an ice cream with a beard.
10. Wanted: woman to wash dishes with references.

● **READING— Emergencies** (*Students Book page no. 6*)

When to call the fire department

The fire department fights fires and helps to prevent them. But it also does other things. It brings oxygen for victims of heart attacks, drowning, suffocation, electric shock, or any respiratory failure.

When to call the police

1. Someone is threatening your life, your property, or any of your rights.
2. You see someone committing a crime.
3. You see someone going to commit a crime.
4. You are involved in an automobile accident where there is more than \$100 damage, or where there is a personal injury. You *must* call the police in this case.

Poison Centre

Is there one in your city? If not, call the emergency number. In Toronto the emergency number is 361-1111.

The Emergency Wing of a Hospital

Go when the person can be moved without damage — for example, when there is something in the eye, or a burn. Don't go in cases of back injury. Call the emergency number instead.

Emergency Phone Call

If you want the police, the fire department, or an ambulance, call the emergency number in your city, or dial the operator — 0, and say, "This is an emergency." She will transfer the call.

Make sure that you can spell your address clearly. If you live in a big city, you should know whether you live on a street, crescent, or avenue, etc. Give your address first, so that help can be sent immediately.

You: This is an emergency.
I need the police. (the fire department, an ambulance)

Operator: What's your address?

You: It's 14 Grange Street, 2nd floor. (50 Eglinton East, Apt. 601)

Operator: Spell that, please.

You: G - as in George -r-a-n-g-e.

Operator: What's your phone number?

You: It's 923-1762.



Ambulance

LESSON 2

Spelling over the telephone

Over the telephone it is sometimes difficult to hear certain letters. The letter "b" can sound like "v" or "p". It is helpful to repeat the difficult letter and then give a word that begins with that letter, e.g. B as in black.

A as in Albert
B as in black
C as in Canada
D as in Donald
E as in Edward
F as in Frank
G as in George
H as in Harry
I as in ice cream

J as in Joseph
K as in Kennedy
L as in London
M as in Monday
N as in November
O as in October
P as in Peter
Q as in Queen
R as in Robert

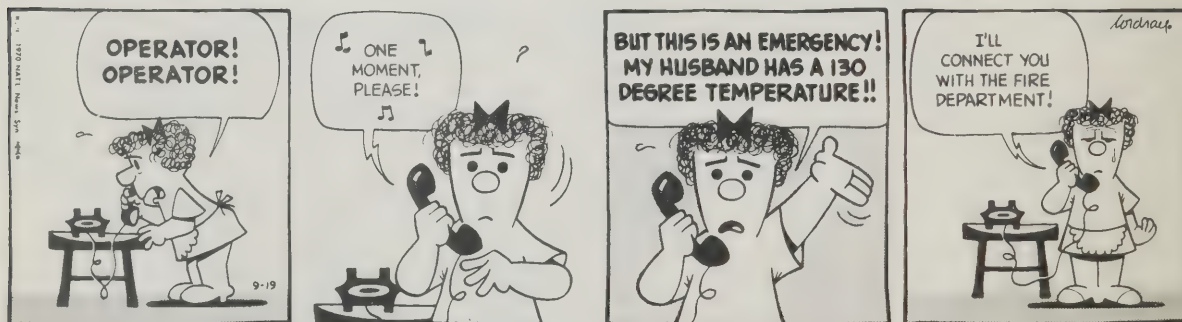
S as in Steven
T as in Toronto
U as in United
V as in Victor
W as in Winnipeg
X as in X-ray
Y as in yellow
Z as in zebra

● EXERCISE (Students Book page no. 7)

- Someone has had a heart attack. Who do I need?
You need the fire department.
- Someone has had an asthma attack.
- Someone is trying to break down my door.
- There is an accident outside.
- Someone has fallen down the stairs.
- There's a serious gas leak in the kitchen.
- There's a fight outside my house.
- There's a fire in my bedroom. (I'm calling from a neighbour's house.)
- My child is gasping for breath.

● SMIDGENS (Students Book page no. 7)

by bob cordray



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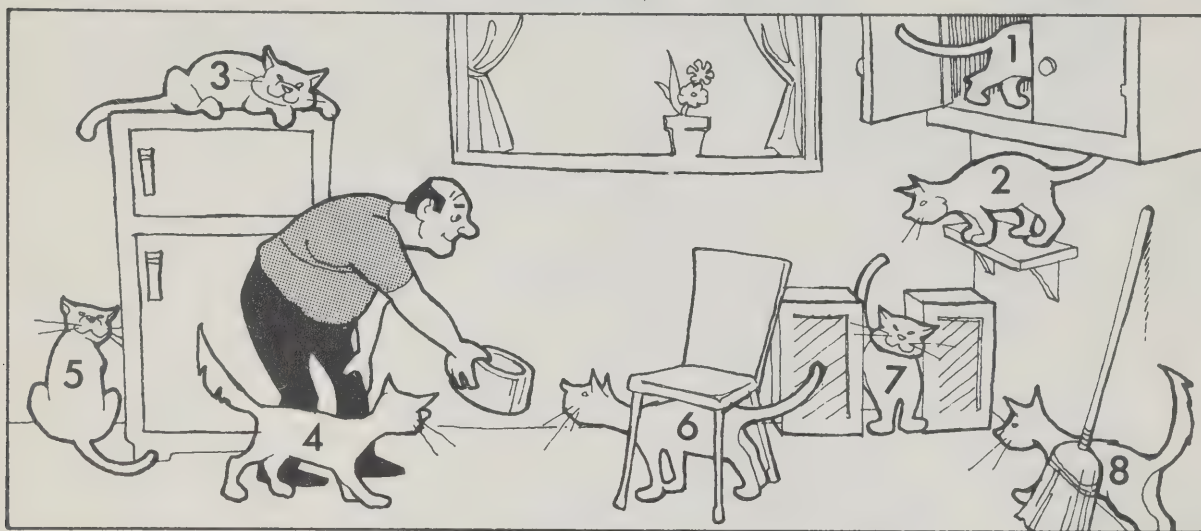
Alternative Section

EXERCISE — adjective phrases with prepositions of location

Take several notebooks from the students and place them in various positions around the room — for example, under the table, under your arm, on top of the bookcase, etc., in such a way that these positions will elicit the use of different prepositions. Then ask each student which notebook is his.

Student: the one on top of the bookcase.

● EXERCISE — adjective phrases with prepositions of location (Students Book page no. 8)

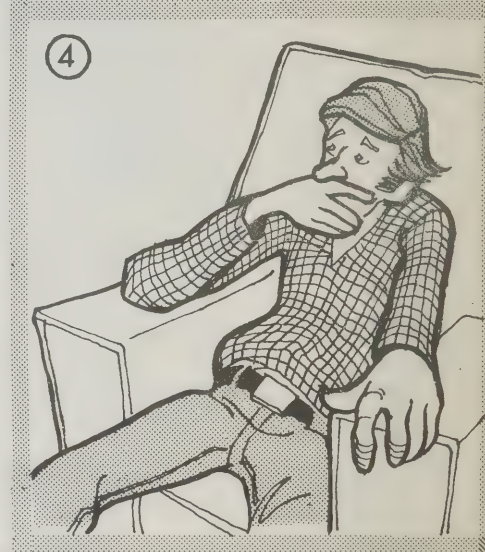
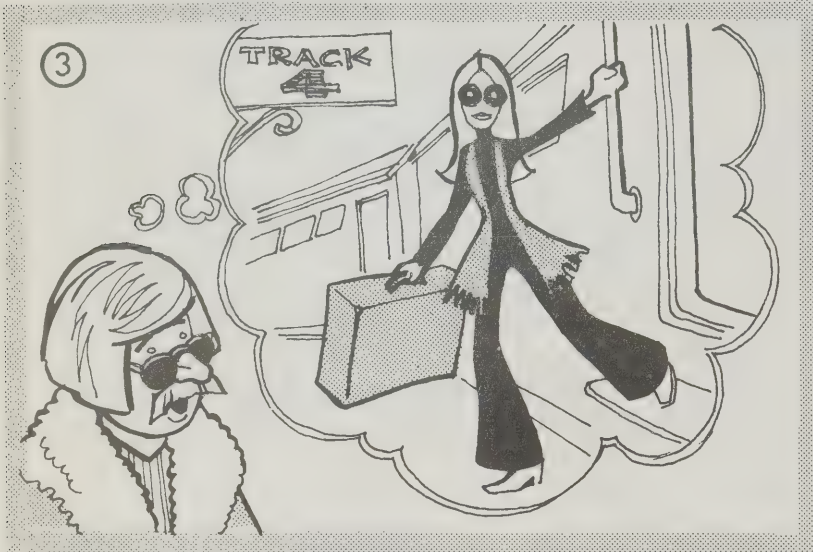
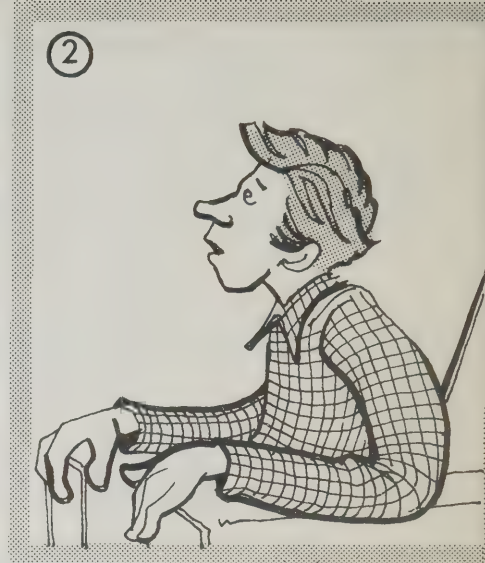
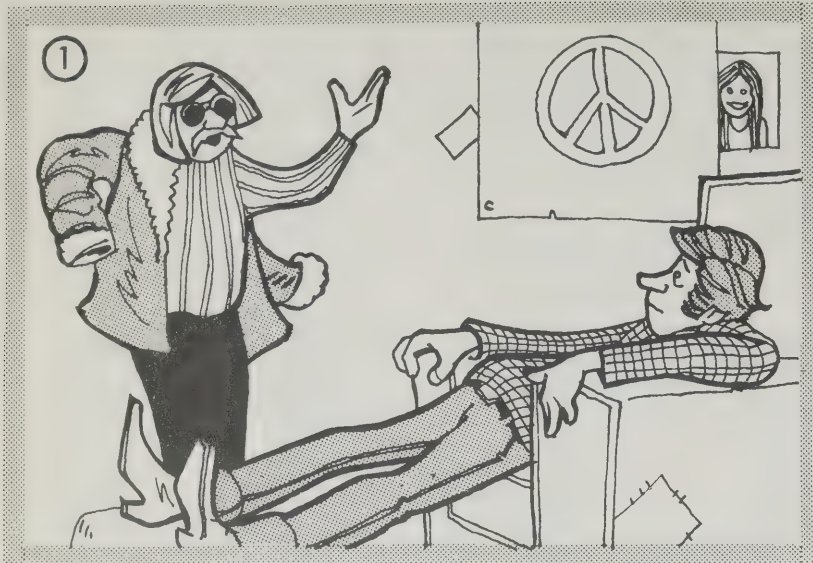


Mr. Brown likes cats. He keeps a lot of them. They are everywhere, even in his kitchen. From time to time, he gives some cats away. Which cat would you like?

1. I'd like the one in the cupboard.
2. I'd like the one on the shelf.

Students working on this exercise alone must, of course, list the cats in order 2 to 8. If it is done as a classroom exercise, students could each choose a cat at random. This provides useful listening practice, as students must remember which cats have already been given away.

Lesson 3



Lesson 3

have to

REVIEW

Briefly review the Introduction in Lesson 1 — Shoe Polish.

● INTRODUCTION — “I have to go” (Students Book page no. 10)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Andre:** Well, I have to go now.
- ② **Peter:** Do you have to go so soon?
- ③ **Andre:** Yes, I have to meet my sister at the train station. She's arriving in half an hour.
- ④ **Peter:** Oh yes, that's right.
- ⑤ **Andre:** But look, I don't have to work tomorrow. It's Thanksgiving. Why don't we go swimming?
- ⑥ **Peter:** Good idea.

PRONUNCIATION NOTES

- ② Students sometimes omit “to” in “have to”. Note that this expression is pronounced /h æ ft ə/.
- ⑤ In “work”, both the /w/ and the /ɜr/ sounds may be difficult. See Pages 28 and 29, respectively, in “The Sound System Of English”.

● EXPLANATION — Necessity, Obligation

“have to” and “have got to” both show obligation

I have to go
I've got to go } = It is obligatory for me to go.

“had to” shows fulfilled obligation in the past

I had to go = { I went because it was necessary.
I had an obligation and I went.

| | | | |
|-----|------|--------|-------------|
| | | I | have to go. |
| | | He/she | has to go. |
| | Do | you | have to go? |
| | Does | he/she | have to go? |
| Why | does | he | have to go? |

Short Answers:

Yes, I do.

Yes, he does.

PRONUNCIATION EXERCISE — Stress on compound nouns

Review the compound nouns done yesterday, and bring the attention of the students to a few more, such as “train station” and “bus station”.

● EXERCISE — “has to”, “had to”

Students’ books closed. Replace the names below with the names of students in the class and, if possible, replace the situations with real situations involving your students.

1. Arturo got a job as a travelling salesman. He doesn’t have a car. What does he have to do?
He has to buy a car.
2. Peter usually writes with his right hand. But he hurt his right hand. What does he have to do?
3. George applied for a job. George has long hair. The boss said: “You can’t work here with long hair.” George wants the job. What does he have to do?
4. Joe applied for a job as a plumber. The boss said: “Nobody can work in Ontario as a plumber without a licence. It’s the law.” What does Joe have to have?
5. Bill’s wife is out of town, and Bill doesn’t have enough money to eat in a restaurant. He has to do something that he doesn’t like to do. What is it?
6. Roberto likes to save newspapers. He has saved so many that he has no room in his apartment to walk. He wants room to walk. What does he have to do?
7. Susan went into a room in the hospital to visit someone. The nurse said: “You can’t smoke in here.” What did Susan have to do?
8. Henry went to work on a construction site. The foreman said: “You can’t work here without a safety hat.” What did George have to do?
9. The foreman said: “You can’t work here without safety glasses.” What else did George have to do?

Ask students to name some requirements in their present or previous jobs.

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 10)

RECALL DIALOGUE — “Why does/did he have to . . .?”

Present the dialogue below:

*Student 1: Why does Arturo have to **buy a car**?*

Student 2: — because he got a job as a travelling salesman.

Students make up more dialogues in the same pattern as the one above, replacing the phrase in bold type by items from the preceding exercise. If necessary, put cue words on the blackboard to help students recall these items (e.g. Arturo . . . car; Peter . . . right hand).

EXERCISE — Review of “want somebody to do something”

1. George has long hair. What does the boss want him to do?
2. Susan went to the hospital to visit someone. What did the nurse want her to do?

EXERCISE — Review of adjective phrases

Peter decided to go with Andre to meet his sister. When they got to the train station, Peter thought he saw Andre's sister.

1. Peter said: Is that your sister, the girl in the red dress?
Andre said: No, that's my sister over there, the one in the yellow dress.
2. Is that your sister, the girl carrying the blue suitcase?
No, that's my sister over there, the one carrying the brown suitcase.
3. Is that your sister, the girl with the big dog?
4. Is that your sister, the girl holding the magazines?
5. Is that your sister, the girl in the blue hat?
6. Is that your sister, the girl talking to the redcap?
7. Is that your sister, the girl standing by the telephone?

● READING— Thanksgiving Day (*Students Book page no. 11*)

The First Thanksgiving in North America

Thanksgiving goes back a long time in North American history. It started with some of the earliest settlers.

In 1621 a ship carrying 100 people left Plymouth, England. It landed on the east coast of America at a place now called Plymouth, Massachusetts. The ship was called The Mayflower.

The people who came on this ship were Puritans. They were also “separatists”. They wanted to separate from the Church of England and start their own church. These people are now called the Pilgrim Fathers.

The first winter in America was a very difficult one. The Pilgrim Fathers had to learn how to grow food in the new soil. Also, the climate was too cold for some of them. Nearly half of them died.

However, they had some help. The Indians taught them how to grow corn and maize.

The Pilgrim Fathers were very happy when they had their first harvest. It was a time to celebrate. They cooked a big turkey dinner.

This was the first Thanksgiving dinner. The Pilgrim Fathers continued to celebrate the harvest in this way every year.

Later, the Americans made Thanksgiving Day a national holiday. It falls on the fourth Thursday of November every year.

Thanksgiving Day in Canada

In the eighteenth century Canadians made a Thanksgiving dinner whenever they had a good reason to celebrate. Sometimes they celebrated recovery from illness. Sometimes they celebrated a military victory. In 1796, for example, the early settlers in Halifax made a Thanksgiving dinner at the end of the war between Britain and France.

In 1870, Canada made Thanksgiving Day a national holiday. It falls on the second Monday in October every year. This is the time of our fall harvest.

At Thanksgiving, people usually eat turkey with cranberry sauce. They also eat fall vegetables such as squash and turnips. Cider and pumpkin pie are on the Thanksgiving menu too. There are usually Thanksgiving dinner recipes in the newspaper before the holiday.

Pioneer Village

If you would like to see how Canadians lived in the 19th century, visit Pioneer Village in the Black Creek Conservation Area. It is located at the corner of Steeles Avenue and Jane Street in Toronto, and is open every day of the week. Admission is charged.

EXERCISE — “had to”

When the early settlers came to North America, there were no houses for them, no stores, few doctors, etc. What are some of the things they had to do?

Build up a list on the blackboard. When the list is finished, have the class read each sentence after you.

DISCUSSION

1. Thanksgiving or harvest celebrations in other countries.
2. Canadian fruits and vegetables according to seasons.
3. Indian nations in North America.
4. The early life of the settlers.
5. “Separatists”.

● KEEP SMILING *(Students Book page no. 12)*

Will Rogers, the well-known American wit, was part Indian.

One evening, at a party, he was sitting beside a snob. The snob was bragging about his family.

“My family goes back a long time in American history. Did you know that my ancestors came over on the Mayflower?”

“Perhaps that’s true,” said Will Rogers, “but when your ancestors landed, my ancestors were waiting on the beach.”

Supplementary Section

● EXPLANATION— “too” vs. “very” *(Students Book page no. 12)*

“Very” gives emphasis.

The climate was very cold.

“Too” means “more than enough, in excess”.

The climate was too cold for some of the settlers.
Nearly half of them died.

We use “too” when the result is not good. Compare:

1. John’s coffee is very sweet. He likes sweet coffee.
2. John’s coffee is too sweet. He won’t drink it.

Common Error: I like this class because it is ^{very}~~too~~ fast.

● **EXERCISE — “too” vs. “very”** (*Students Book page no. 12*)

Choose “too” or “very”.

1. I was —— tired last night but I went to a movie.
2. I was —— tired to go to a movie. I stayed home and watched TV.
3. This coffee is —— strong. I can’t drink it.
4. John likes this class because it is —— interesting.
5. Betty is going to a different class. This one is —— fast.

Alternative Section

CHAIN EXERCISE AND DISCUSSION

Students ask and answer the questions below. You might stop the chain at some point and encourage discussion.

Teacher: How old do you have to be to get married in Canada?

Student: . . .

Teacher: How old do you have to be to get married in Spain?

Student 1 (from Spain): . . .

Student 1: How old do you have to be to get married in Chile?

Student 2 (from Chile): . . .

Student 2: How old do you have to be to get married in India?

Student 3 (from India): . . .

The questions below can be used for review at a later date:

How old do you have to be to vote in (Ontario)?

How old do you have to be to drink in a public place in (Ontario)?

Lesson 4

don't have to

REVIEW

Students dramatize the Introduction in Lesson 3 — “I Have to Go”.

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① **Andre:** Well, I have to go now.
- ② **Peter:** Oh, do you have to go so soon?
- ③ **Andre:** Yes, I have to [].
- ④ **Peter:** [].
- ⑤ **Andre:** But look, I don't have to work tomorrow. It's []. Why don't we []?
- ⑥ **Peter:** [].

DRAMATIZATION IN PAIRS

For Procedure, see page 9.

● EXPLANATION — Lack of obligation

I don't have to go. = It's not necessary for me to go. I can go or stay. I have a choice.

Note how a change of stress changes meaning.

I didn't have to work yesterday. = I **didn't work** yesterday because it wasn't necessary.

I didn't have to work yesterday. = It wasn't necessary for me to work yesterday **but I worked.**

● EXERCISE — “He doesn't have to . . .”

Students' books closed. Replace “Alex” by the name of a student in your class.

Before Alex got married he got up very early every day to go to work. He had a car but he took the bus to work in the morning because he didn't like the heavy traffic. Every day at lunch he went out to eat in a little “greasy spoon” around the corner.

Every Saturday morning Alex went out to buy a weekend newspaper. After he read the newspaper he washed his car. Then he went for a drive in the country.

LESSON 4

When Alex got married, everything changed. His wife's father is a millionaire, and now Alex can do what he likes.

1. He works for his father-in-law. He works from 10 in the morning until 2 in the afternoon. He can sleep in or get up early.
He doesn't have to get up early anymore.
2. His father-in-law sends the chauffeur over in the morning to drive him to work.
He doesn't have to take the bus to work.
3. His wife hired a maid. She makes a delicious lunch every day. Alex goes home for lunch. What is another thing he doesn't have to do anymore?
4. His wife telephoned the newspaper. Now a boy delivers the newspaper to the house every day. What is another thing Alex doesn't have to do anymore?
5. Every few days his wife tells the chauffeur to wash the car. What is another thing Alex doesn't have to do anymore?
6. His wife calls the chauffeur to drive the car to the country on Saturday. What is another thing that Alex doesn't have to do anymore?
7. His wife hired a butler. The butler is very good at cutting hair. What is another thing that Alex doesn't have to do anymore?

Ask students to suggest other things that Alex doesn't have to do anymore.

WRITTEN EXERCISE

Students write the answers to the preceding exercise. (Students Book page no. 13)

RECALL DIALOGUE — "You don't have to . . ."

After five months Alex got tired of this kind of life.

1. One morning he got up at 7:30. His wife was surprised. Here is the conversation they had:

Wife: **You don't have to get up early anymore, dear. You don't start work until 10 a.m.**

Alex: **I know I don't have to, but I want to because I like the morning air.**

2. He told her he was going to walk to work. Here is the conversation they had:

Wife: **You don't have to walk, dear. The chauffeur will drive you to work.**

Alex: **I know I don't have to, but I want to because I like the exercise.**

Have pairs of students make up further dialogues for the situations below:

3. Alex's wife telephoned the office. His secretary said: "He's having lunch at the restaurant." His wife phoned him at the restaurant.
4. One Saturday morning she saw him going out to buy a newspaper.
5. One Saturday morning she saw him washing the car.
6. One Saturday they were getting ready to go into the country. She saw him getting into the driver's seat.
7. One evening after work she saw him going to the barber shop.

FREE RESPONSE EXERCISE – “have to, don’t have to”

Ask people to tell you some of the things that you have to do, and don’t have to do, on a farm. Have them compare the farm to the city. As they speak, build up a list on the blackboard such as the one below:

| The farm | vs. | The city |
|--|-----|---|
| You don’t have to put up with pollution. | | Some people have to sit in an office all day. |
| You have to do physical work. | | etc. |

Students don’t necessarily have to use “have to” in their responses. However, if you encourage people to use “have to” and “don’t have to”, you not only review these forms, but you also elicit new vocabulary. Compare:

There is no pollution on a farm
with
You don’t have to put up with pollution on a farm.

When the lists are finished, give the class a chance to read them aloud after you.

Here are further possible comparisons:

| | | |
|-----------------|-----|--------------------------------|
| Being very tall | vs. | Being very short |
| Being wealthy | vs. | Being poor |
| Being a man | vs. | Being a woman (some years ago) |
| A totalitarian | vs. | A democratic society |

● READING – “Help Wanted” Advertisements from the Newspaper

(Students Book page no. 14)

Students often do not realize that “essential” and “required” are adjectives meaning “necessary”. The questions accompanying the ads below should help students to understand this and other “help wanted” vocabulary, besides giving further practice with “have to” and “don’t have to”.

You may prefer to use current ads from the newspaper in your locality instead. In that case you could ask your students what particular jobs they are looking for and then select ads accordingly.

- What do you have to have for each job below?
- There are some things that you don’t have to have. What are they?

- | | |
|---|---|
| <p>1. <div style="border: 1px solid black; padding: 5px;">PLUMBER, licence necessary, knowledge of Greek helpful, 111-2200</div> You have to have a licence. You don’t have to know Greek, but it helps.</p> <p>2. <div style="border: 1px solid black; padding: 5px;">WAITRESSES, full time, no experience necessary, we will train. Crown Cafe, 552 Grand Avenue.</div></p> <p>3. <div style="border: 1px solid black; padding: 5px;">TYPIST, experienced, knowledge of Italian an asset, ABC Export Company, 111-2332</div></p> | <p>4. <div style="border: 1px solid black; padding: 5px;">PLUMBER wanted, steady work, own tools and car are needed. 111-5100</div></p> <p>5. <div style="border: 1px solid black; padding: 5px;">DRIVER, chauffeur’s licence required. 111-2581</div></p> <p>6. <div style="border: 1px solid black; padding: 5px;">MECHANIC, own tools, experienced, good salary. 111-9129</div></p> <p>7. <div style="border: 1px solid black; padding: 5px;">DRIVER, car essential. 220 Fifth Avenue.</div></p> |
|---|---|

8. HAIRDRESSER, experience required. English not necessary. 111-3124

9. CLERK, high school diploma essential, experience not necessary. 111-5432

10. DRIVER, 5'10", married, car essential, knowledge of the city necessary, Italian speaking. Apply in person after 7 p.m., 23 Main Street.

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

1. Picture 1 Which man is Andre? (*Have a number of students reply, each one using a different adjective phrase.*)
Student: Andre is the man standing up.
2. Which man is Peter?
3. The picture on the wall is a symbol. It means something. Ask "what?"
4. Andre has to meet someone. Ask "who?"
5. Andre's sister is arriving in half an hour. Ask "where?"
6. Andre and Peter are good friends. They have known each other for a long time. Ask "how long?"
7. They met in an unusual place. Ask "where?"
8. Ask whether Peter is as old as Andre.
9. Ask whether Peter is as tall as Andre.
10. Compare their swimming ability.

Alternative Section

LISTENING EXERCISE — "didn't have to"

Replace the name below by the name of a student in your class:

Last year Bill had a very unusual girl friend. She cooked his meals, washed his clothes, cleaned his apartment, and even cut his hair for him. When his television set broke down, she fixed it. When there was something wrong with the pipes in the bathroom, she fixed them. What are all the things that Bill didn't have to do?

DIALOGUE — Review of "doesn't have to"

Student 1: Jim doesn't have to **work**. He works because he likes to.

Student 2: What do you mean — he doesn't have to?

Student 1: Well, he's a millionaire.

Student 2: He's lucky!

SUBSTITUTIONS

- | | |
|---------------------------|---------------------------------|
| 1. take the subway | 4. cook for himself |
| 2. drive his own car | 5. wake up early in the morning |
| 3. buy suits in the store | |

DIALOGUE

Student 1: Why don't we **go swimming tomorrow**?

Student 2: I think the weather is going to be bad.

Student 1: So we'll swim at an indoor pool.

SUBSTITUTIONS

Students make their own. In each case the first person makes a suggestion with "Why don't we . . .", the second person presents an argument against it, and the first person counters the argument.

Lesson 5

must, must not
must not vs. not necessary/don't have to

REVIEW

Briefly review the first two Introductions.

STRUCTURE NOTE

This lesson begins with a reading rather than the customary introduction since “must” (necessity) and “must not” (prohibition) occur less frequently in everyday speech than in written regulations and requirements. In this lesson, “must” and “must not” are taught for recognition purposes only. “Have to” and the imperative with “don’t” are reviewed as a means of expressing necessity and prohibition in speech.

ESL students tend to use “mustn’t” more frequently than it is used by native speakers. While native speakers might use “mustn’t” when speaking to children — “You mustn’t play there, Johnny” — they tend to use other expressions in other situations. For example, in speaking to someone about to go into a lake where swimming is prohibited, they might say:

Don’t swim there.

You can’t swim there.

You’re not supposed to swim there.

ESL students also confuse “must not” and “don’t have to”. They are contrasted in this lesson.

● **READING — S.I.N. (Social Insurance Number)** *(Students Book page no. 15)*

Have samples of a S.I.N. card and a S.I.N. application form to show your class.

According to the law, every working person must have a Social Insurance Number. He uses this number when he applies for a job, a driver’s licence, medical insurance, unemployment insurance or the Canada Pension Plan.

Every employee must give his S.I.N. to his employer within three days after starting his job.

If the employee does not have a S.I.N., he must apply for one. He can get an application form at a post office, Manpower office or Unemployment Insurance Commission Office. He must mail it immediately to the nearest U.I.C. office.

While an employee is waiting for his card, it is a good idea to tell his employer that he has applied. Then his employer will not bring him another application form. The employee must not sign an application for a second social insurance number. It is against the law to have more than one.

If an employee loses his card, he must apply for a replacement card. He fills out another application form, but this time he pays special attention to Item 9. The replacement card will have the original S.I.N., not a new number.

It is not necessary for an employee to carry his S.I.N. card with him, but it is a good idea to do so.

● **EXERCISE — Long Sentences** (*Students Book page no. 15*)

Part I — Written — Answer in complete sentences:

1. What must every working person have?
2. When must he give his S.I.N. to his employer?
3. If an employee does not have a S.I.N., what must he do? (Begin: If . . .)
4. While an employee is waiting for his S.I.N., what must he not sign? (Begin: While . . .)
5. If an employee loses his card, what must he do? (Begin: If . . .)
6. What does he pay special attention to?
7. Is it necessary for an employee to carry his S.I.N. card with him?
8. Is it a good idea to do so?

Part II — Oral

- a. Join answers 1 and 2 above.
- b. Join answers 5 and 6.
- c. Join answers 7 and 8.

● **EXPLANATION**

Necessity, obligation

You must . . .
(You have to . . .)

- have a Social Insurance Number
- give it to your employer within three days.

Prohibition

You must not . . .
(Don't . . .)

- sign an application for a second S.I.N.
- “must not” is not commonly used in speech.

No necessity, no obligation — You can do what you like.

It is not necessary to . . .
(You don't have to . . .)

- carry your S.I.N. card with you.

EXERCISE

Students' books closed.

Have the students help you build up the above explanation on the blackboard, using examples from the reading.

Then go through all the items, having one person “tell” another, using one of the phrases in the brackets. For example:

Student 1: You have to get a Social Insurance Number.

Student 2: Don't sign an application for a second S.I.N.

Student 3: You don't have to . . .

Review the question “Do you have to . . .” by having students ask and answer these questions:

1. **Do you have social insurance cards in your native country?**
2. **Do you have to carry your card with you?**
or
Do you have to carry an identification card with you?

● **“What’s Wrong?” EXERCISE**

— **“must not” vs. “don’t have to”** (*Students Book page no. 16*)

Which of the following sentences are incorrect? Make them correct.

1. You must not wear a tie in this restaurant.
2. You don’t have to apply for a second S.I.N.
3. You must not work if you have a million dollars.
4. You don’t have to work if you have no working permit.
5. You have to pay money to join the library, but you don’t have to pay to borrow a library book.
6. You don’t have to walk in the nude downtown.
7. You must not travel by bus if you have a car.
8. You don’t have to tip a waiter, but it’s a good idea to do so.
9. You don’t have to be Italian to like spaghetti.

FREE RESPONSE EXERCISE — Review of “You don’t have to . . .”

Have students make up more sentences in this pattern:

You don’t have to be Jewish to like rye bread.

You don’t have to be Italian to like opera.

● **WRITTEN EXERCISE — “must not” vs. “don’t have to”** (*Students Book page no. 16*)

Copy and complete the following sentences, using either “don’t have to” or “must not”.

1. Here is a job advertised in the newspaper. On this job, you — work at night.
2. You — drive if you have no driving licence.
3. You — drive through a red light.
4. On this job there is no travelling. You — have a car.
5. Here is a job advertised in the newspaper. For this job, you — have experience.
6. You — heat an aerosol tin.
7. You — polish your shoes every day.
8. You — drink iodine.

● **EXPLANATION — Obligation, necessity and prohibition in the past**

“Must” (obligation, necessity) has no past form. We use the following phrases for past necessity: (See Lesson 3)

I had to apply for a S.I.N.

It was necessary (for me) to apply.

etc.

“Must not” (prohibition) has no past form. We use the following phrases for past prohibition. (See Reading, Lesson 20)

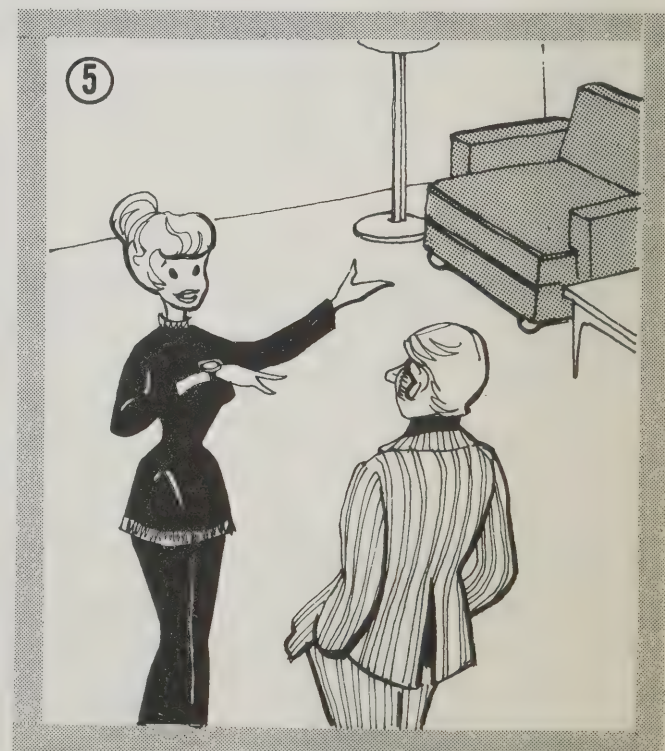
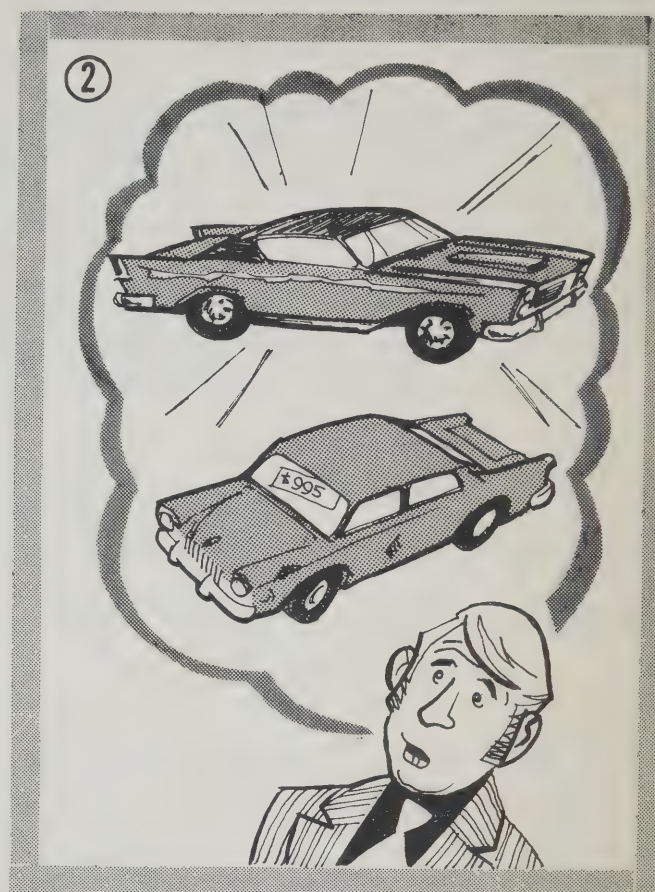
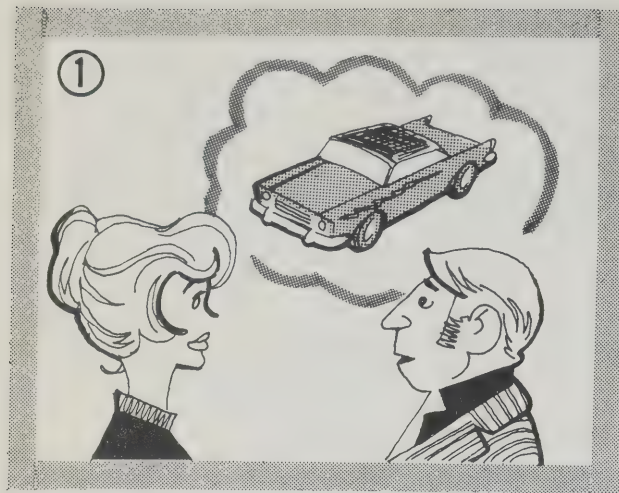
He was prohibited from practising law.

She was not allowed to go out alone in the evening.

She was not permitted to go out alone.

etc.

Lesson 6



Lesson 6

He wanted to know if (whether) he should . . .

REVIEW

Briefly review the first two Introductions.

● INTRODUCTION — Buying a Car (Students Book page no. 18)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **John:** I have to have a car for my new job.
- ② Do you think that I should get a new one or a used one?
- ③ **Mary:** I don't know much about cars.
- ④ I think you should speak to my brother. He was a car salesman.
- ⑤ He'll be here in a few minutes. Why don't you wait for him?

PRONUNCIATION NOTES

- ② “should”. Greek and Chinese students may have difficulty with the initial sound /ʃ/. See “The Sound System Of English”, page 25. Greek students may also insert a /n/ before the /d/. See “The Sound System Of English”, page 21.

Some students may drop /d/ in “should” or insert a vowel between /d/ in “should” and /g/ in “get” — “should a get”. See “The Sound System Of English”, page 22.

Many students pronounce “used” as two syllables, “us-ed”. See “The Sound System Of English”, page 22.

The initial sound in “think” / θ / is difficult for most students. See “The Sound System Of English”, page 23.

- ⑤ Watch the intonation in “Why don't you wait for him?” A change in intonation can change the sentence from a suggestion to a reproach.

● EXPLANATION

Giving advice

I think that you should get a new car. = I think that a new car is better for you.

For the negative we often use, “I don't think . . .”

I don't think that you should get a used car.

“That” is often omitted in speech.

I don't think you should get a used car.

Polite suggestion

Why don't you wait for him?

PRONUNCIATION EXERCISE — Stress on compound nouns

You might review the compound nouns in Lessons 1 and 3 before building up a list of the following new compounds:

- | | | |
|------------------------------------|----------------------|--------------------------------|
| 1. Teacher: What do you call a man | who sells cars? | Student: a cár salesman |
| 2. | who sells insurance? | |
| 3. | who drives a truck? | |
| 4. | who makes shoes? | |
| 5. | who teaches history? | |
| 6. | who reads minds? | |
| 7. | who makes matches? | |

● EXERCISE — “should”

Students' books closed. Replace the names below with the names of students in your class. Wherever possible, ask for several opinions (to reinforce the idea that “should” implies choice).

- Bill is very tired. What should he do?
He should go home and lie down.
or
He should have some coffee.
- I have a mouse in my house.
- Alexander lives alone. He is lonely.
- My tooth hurts.
- Armando's back hurts.
- Gino's shoes hurt him.
- Henry doesn't speak Spanish. The girl in the next apartment is Spanish. Henry wants to speak to her and make friends with her.

● EXERCISE — “shouldn't (should not)”

- Alice has an examination tomorrow. She is going to a movie tonight.
She shouldn't go to a movie tonight.
- My friend is overweight. He eats ice cream every day for lunch.
- My friend smokes two packages of cigarettes a day. He coughs a lot.
- My friend comes to school late every day. He doesn't learn very much English.
- When Joanna reads a lot, she gets a headache.
- When Bill eats salami, he gets a stomach ache.
- When Anna goes to bed late, she is very tired the next day.

EXERCISE — Presentation of “. . . if he should . . .”

- In the Introduction dialogue, what did John want to know?
Student: **If (Whether) he should buy a new car or a used one.**
Now say the complete sentence.
Student: **He wanted to know if he should buy a new car or a used one.**
- He wanted Mary's brother to tell him this. What did he want Mary's brother to tell him?
- Maria, should I get a used car or a new one? What did I ask Maria?
- Bill, should I rent an apartment in the basement? What did I ask Bill?
- Henry, should I take the (Bay) bus or the (Ossington) bus to get to (City Hall)?
What did I ask Henry?
etc.

● **WRITTEN EXERCISE** (*Students Book page no. 19*)

1. "Should I buy a used car or a new one?"
John asked me if (whether) he should buy a new car or a used one.
2. "Should I take a mechanic with me?" said John.
John asked me if he should take a mechanic with him.
3. "Should I borrow money from the bank for the car?"
4. "Should I go to the XY car lot?"
5. "Should I get an American car or a European one?"
6. "Should I get a small car?"
7. "Should I buy a car or lease one?"

● **EXPLANATION** — "should" vs. "have to"

Necessity, obligation

John is a travelling salesman. He **has to** buy a car. (He has no choice.)

Advisability

There are some good used cars and they are cheaper. John **should** buy a used one. (He has a choice.)

● **EXERCISE** — "should" vs. "have to"

Students' books open at page no. 19.

Present the preceding explanation before doing this oral exercise.

John is going to get married. Which of these things does he have to do? Which things should he do?

1. **He has to** get a marriage licence.
2. **He should** have a steady job.
3. _____ be over 16 years of age.
4. _____ make arrangements for the wedding ceremony.
5. _____ have some money in the bank.
6. _____ love his wife.

Bill wants to drive a car.

7. _____ have a driving licence.
8. _____ carry his licence when he drives.
9. _____ renew his licence every year.
10. _____ be polite to other drivers on the road.

Alice wants to visit Spain.

11. _____ learn a little Spanish.
12. _____ get a smallpox vaccination.
13. _____ have a passport.
14. _____ get a map of Spain.
15. _____ learn a little about the people of Spain.

EXERCISE — “should” vs. “don’t have to”

Students make up more sentences in the following pattern, by replacing the items in bold face with items from the exercise above:

You don’t have to **learn a little Spanish before you go to Spain**, but you should
(but it’s a good idea to).

● **WRITTEN EXERCISE** (*Students Book page no. 20*)

Advice columns are very popular in Canadian and American newspapers. Below is an example of an advice column. Notice that “should” is used in asking for advice and giving it.

Dear Annie:

My fiancé is a wonderful man. He’s intelligent, kind and generous. He has only one serious weakness. He drinks a great deal. He tells me that he’ll give up this drinking when we’re married.

Should I marry him and hope that he will change or should I wait until he has stopped drinking?

Worried.

Dear Worried:

You should be worried. If a man won’t give up drinking when he’s engaged, he won’t give it up after the big day.

I think, too, that your fiancé should go for help — either to the local AA or his doctor.

Finish the following letter to Annie and give her reply.

Dear Annie:

I work for a very fine boss. Lately, I’ve seen his secretary reading his personal letters.

Should I or should I

Loyal Employee.

Dear Loyal Employee:

.....

LESSON 6

● **READING — Buying a Used Car** (*Students Book page no. 21*)

Here is the conversation between John and Mary's brother, Al.

John: I need a car for my job.

Al: If you don't have much money, you can get a used car — but be careful.

John: What do you mean?

Al: The salesman might tell you that the car is in good condition. Don't take his word for it.

John: How can I tell if the car is in good condition or not?

Al: Well, look at it carefully. Then test it on the road. Test it on a bad road. Also, take it on the highway so that you can test it at high speed.

John: Shouldn't someone else look at the car, besides me?

Al: Yes, a mechanic. Maybe he can even go along with you when you test drive it.

John: What kind of guarantee should I get?

Al: Try to get a guarantee that will cover you for 30 days, for 100 per cent of all parts and labour. Make sure the guarantee is in writing. And before you sign anything, make sure all the blank spaces are filled in. Get a copy of anything you sign.

John: I don't have enough cash. I'll need to buy the car on time.

Al: Borrow money from the bank so that you can pay cash. It'll be cheaper.

John: Is there anything else I should remember?

Al: Yes, before you take the car off the lot, phone an insurance company and arrange for insurance.

EXERCISE — “so that”

— Review of other ways to answer “Why?”

Students answer each question in as many ways as they can:

1. Why does John need a mechanic?
2. Why should John be careful?
3. Why should he take the car on the highway?
4. Why should he make sure that all the blank spaces on the contract are filled in?
5. Why should he get a copy of anything he signs?
6. Why should he borrow money from the bank?
7. Why should he arrange for insurance before he takes the car off the lot?

EXERCISE — Summary

What are all the things that John should remember when he goes to buy a car?

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

1. John has a new job. Ask "how long?"
2. Ask when he left his old job.
3. John asked Mary for advice. Ask "why?"
4. What did John ask Mary?
5. What did Mary think that John should do?
6. Picture ⑤ Mary invited John to do something. Ask "what?"
7. Mary has lived in this apartment for a long time. Ask "how long?"
8. Ask when she moved in.
9. Mary and John have known each other for a long time. Ask "how long?"
10. Ask where they met.

Supplementary Section

OPINION POLL — Review of "I think . . . should, I don't think . . . should," "so that, because"

Present a question of current interest or controversy, for example:

Should men be allowed maternity leave?

Each student replies, offering a reason for his opinion. Make any necessary corrections in their replies. At the end, write a number of these corrected replies on the blackboard and allow students to copy them if they wish.

You might make the poll more dramatic by going up to each student with a microphone in your hand, in the style of a man-on-the-street opinion poll.

A different question can be raised another day. Students' attempts to reply will lead to the learning of new vocabulary and structures.

Lesson 7

I want to know where/what/who I should . . .
Where/What/Who should I . . . ?

REVIEW

Students dramatize the Introduction — Buying a Car.

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① **John:** I want to [].
② Do you think that I should [] or []?
③ **Mary:** I don't know much about [].
④ I think (that) you should speak to []. He [].
⑤ He'll be here []. Why don't you []?

DRAMATIZATION IN PAIRS

For Procedure, see page 9.

Suggest to students that, if they prefer, they can answer the question in Line ② directly, instead of referring the questioner to a third person as in Line ④ .

● EXPLANATION

John asked Mary if (whether) he should buy a used car or a new one.

“Should I buy a used car or a new one?”

John asked Mary where he should buy a car.

“Where should I buy a car?”

EXERCISE — Presentation of “I asked him where/what/who I should . . .” — Review of “. . . if I should . . .”

Following the presentation of each substitution (or after all of them have been presented), have students tell you what they asked the other person during the substitution. Each person makes two sentences, for example:

Student 1: I asked him if I should rent a basement apartment or an attic.

I asked him what kind of apartment I should rent.

EXERCISE — “I want to know where/what/who I should . . .”

As students supply sentences, write them on the blackboard.

1. You have been invited to a wedding*. You have never been to a Canadian wedding before. What do you want to know?

Student 1: I want to know what I should wear.

Student 2: I want to know if I should take a gift to the wedding or not.

If necessary, you might guide students in this way:

Teacher: What kind of gift will you buy? Do you know?

2. You have lost the invitation. What else do you want to know?

**The teacher might prefer to deal with a different situation, e.g., a job interview, helping a friend paint an apartment, babysitting for a friend.*

WRITTEN EXERCISE

Students copy the list above from the blackboard.

RECALL EXERCISE

Erase the sentences put on the blackboard during the previous exercise.

Teacher: Armando (a student in your class) is going to the same wedding. He has the invitation and he has been to lots of Canadian weddings. What are you going to ask him?

Student: I'm going to ask him what I should wear.

RECALL EXERCISE — Direct question with “should”

Teacher: Ask Armando what you want to know.

Student: What should I wear?

Armando: . . .

● READING — Halloween (Students Book page no. 22)

Halloween is mainly a holiday for children. They dress up in costumes. They go from door to door. Some of them shout, “Trick or treat.” Some of them shout, “Shell-out, shell-out.”

When the children come to the door, they want you to give them treats. You can give them nuts, candies or chocolates. You should wrap them in paper first.

Some children collect money for UNICEF (United Nations Children’s Fund). It is a good idea to have some small change ready for them.

Adults also celebrate Halloween. They hold parties and dress up in costume.



LESSON 7

Halloween has a long history. It goes back to the Romans. At this same time of year they made a big feast. They honoured the goddess of the fruit trees.

Years later, in England, people held a religious feast at this time of year. They honoured the Christian saints. This feast was called the Feast of All Saints. The word "Halloween" meant "holy evening" — the evening before the Feast of All Saints.

Today, Halloween is not a religious holiday. It is a time for fun.

A long time ago people believed that on Halloween the spirits of dead people came back to visit their homes.

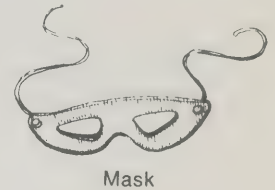
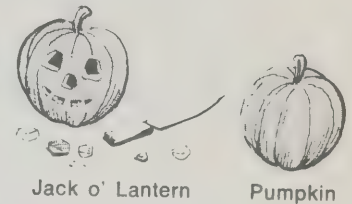
Nowadays some people dress up as ghosts. You can also see black cats and witches on broomsticks.

Many people have a pumpkin in their house at Halloween. They clean out the inside of the pumpkin. Then they cut out a face, and put a candle inside. This is called a Jack o' Lantern.

Experts tell us what we should do for a safe Halloween. This is what they say:

1. Children should wear light or bright colours so that motorists can see them on the road.
2. Children shouldn't wear masks. They should wear make-up on their faces instead of masks so that they can see the cars.
3. Sometimes a sadistic person will put razor blades into an apple and give the apple to a child. Parents should look at treats before their children eat them.
4. A small child shouldn't go out alone on Halloween. He should go out with an adult or an older child.

Happy Halloween!



EXERCISE — Purpose — "so that", "to" or "for"

1. Why should children wear light or bright colours on Halloween?
2. Why should they wear make-up instead of masks?
3. Why should an adult or an older child go with a small child on Halloween?
4. Why should parents look at treats before their children eat them?
5. Why do people keep some small change ready on Halloween?
6. Why do people go shopping just before Halloween?

DISCUSSION

1. What costumes have you seen children dressed in?
2. What superstitions are associated with the black cat?
3. Are you superstitious?
4. What else can be made from a pumpkin?
5. Is Halloween (the eve of All Saints Day) celebrated in your country? How?

LESSON 7

VOCABULARY — “from door to door, from job to job”, etc.

1. On Halloween, children go from one door to another.
Student: They go from door to door.
2. John doesn't like to work at the same job for very long. He goes from one job to another.
Student: He goes from job to job.
3. Last summer Bill travelled from the west coast of Canada to the east coast.
4. The police were looking for witnesses. They went from one house to another.
5. Arturo doesn't like to think about the future. He lives each day, first one day, and then another.
6. We bought some carpeting for our bedroom floor. It goes from one wall to the other.
7. I was looking for my glasses yesterday. I looked first in one room, then another.

● VOCABULARY EXERCISE (*Students Book page no. 23*)

| | |
|------------------|--------------------|
| door-to-door | day-to-day |
| wall-to-wall | station-to-station |
| heart-to-heart | person-to-person |
| bumper-to-bumper | |

Complete the following sentences. In each case use one of the above phrases.

1. The traffic was very heavy. It was ——— traffic.
2. I had a ——— talk with my boss.
3. I'm making a long-distance telephone call. The operator will dial the number and ask for the person I want. It's called a ——— call.
4. Tomorrow I'll make another long-distance call but I'll talk to anybody that answers. It's called a ——— call.
5. My brother is a ——— salesman.
6. We have ——— carpeting.

PREPOSITION EXERCISE

You might like to put part of the Reading on a stencil, leaving blanks for the prepositions. Students fill in the blanks and check their own work.

● Supplementary Section

● EXPLANATION — “Don't you think you should . . .?” (*Students Book page no. 23*)

I went into the liquor store with my friend George. He was going to have 10 people for dinner, and he was going to buy one bottle of wine. I thought that he should buy more wine, but he didn't ask me for my advice. I didn't say,

“You should buy more wine.”

I said,

“Don't you think (that) you should buy more wine?”

Why was this more polite?

● **EXERCISE — “Don’t you think you should . . .?”**

1. You are with your friend in a clothing store. He sees a jacket on sale. He is going to buy the jacket, and he hasn’t tried it on yet. What do you say to him?

Don’t you think you should try it on before you buy it?

2. Your friend is going for a very important interview early in the morning. It is 12 midnight and he has sat down to watch television. What do you say to him?
3. Your friend has a very bad memory. He has been invited to a party. Someone is giving him the address, and he is not writing it down. What do you say?
4. You are going out with your friend. It is very cold out. Your friend is not taking a coat. What do you say?
5. Your boss is leaving his transistor radio sitting on the desk for the weekend. He is not locking it up. There have been some thefts recently in your office building. What do you say?
6. Your friend has a bad ulcer. You are in the restaurant and he is about to order some very spicy food. What do you say to him?
7. Your friend never gets any exercise. He sits around the house all day. The more he sits around, the more tired he gets. What do you say to him?
8. You are in the restaurant with your friend. He is overweight and he is gaining more weight. He wants to order ice cream with chocolate syrup, nuts and whipped cream. What do you say?

DIALOGUE — “Why don’t you . . . ?”

1. *Student 1: I can’t get along with my landlady.*
Student 2: Why don’t you move?
Student 1: — because my room is very inexpensive.
2. *Student 1: These shoes hurt my feet.*
Student 2: Why don’t you buy another pair?
Student 1: I’m going shopping tomorrow.

SUBSTITUTIONS

3. **I have a pain in my back.**
4. **I need some exercise.**
5. **I can’t cook and I don’t like restaurant food.**
6. **My apartment is very very hot in the summer.**

DIALOGUE — “Why don’t we . . . ?”

— Review of modals

- Student 1: Why don’t we go for coffee now?*
Student 2: Don’t you have to go to the bank?
Student 1: Well, I should, but I don’t have to. I can probably borrow some money from a friend.

SUBSTITUTIONS

1. **visit your grandmother**
2. **do some work**
3. **study for your exam**
4. **meet your girl friend**

EXERCISE — “Do you think I should?”
— Review of “Do I have to . . . ?”

Explain that the class is going to visit a particular country. Choose the native country of one of your better students. Have the rest of the class ask him for advice and information.

Encourage all types of questions, not simply those that belong to the pattern — “Where/What do you think I should . . . ?” or “Do I have to . . . ” (given below). Situational exercises are meant to stimulate relatively free and natural dialogue. Limiting the exchange to only 1 or 2 patterns would inhibit such dialogue.

You might start off by asking a question yourself.

Do you think I should take American or Canadian traveller’s cheques?

You might direct others in this way:

Ask for advice about the time of year to go there.

Ask for advice about clothing.

Ask for advice about airlines to take.

Ask for advice about hotels.

You don’t know if you should go alone or with a friend.

Ask for advice about shopping.

You might then suggest questions which call for the use of “have to”.

For example:

Teacher: Ask him about a smallpox vaccination.

Student: **Do I have to get a smallpox vaccination?**

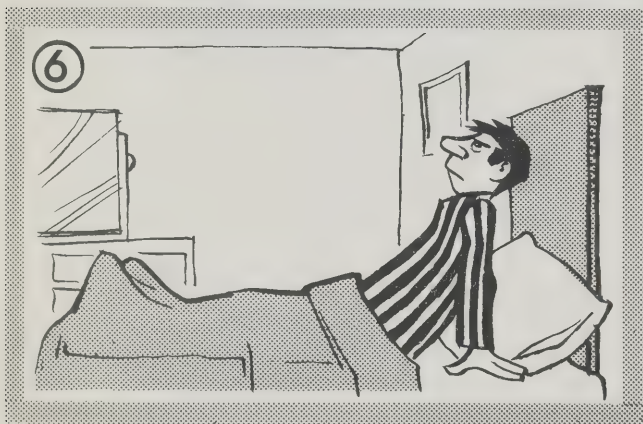
Teacher: Ask him about typhoid shots.

Ask him about cholera shots.

Ask him how many?

Ask him about a visa.

Lesson 8



Lesson 8

couldn't
would you please
another vs. the other

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — The Other Shoe (*Students Book page no. 25*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Every night Jack heard two loud noises.
- ② The man upstairs dropped one shoe on the floor.
- ③ Then he dropped the other one.
- ④ Every night Jack fell asleep after he heard the second noise.
- ⑤ One night, as usual, Jack heard the first loud noise.
- ⑥ He waited and waited. Nothing else happened.
- ⑦ He tossed and turned. He couldn't sleep.
- ⑧ Finally, he went upstairs.
- ⑨ "Would you please drop your other shoe on the floor?" he said.

PRONUNCIATION NOTES

- ⑦ "couldn't" and ⑨ "would"
Occasionally students don't realize that the "l" in these words is not pronounced.
- ⑨ Greek students sometimes insert a /n/ before the /d/ in "would". This can lead to confusion between "would" and "wouldn't". See "The Sound System Of English", page 21.
- ⑦ The consonant cluster "dn't" in "couldn't" is difficult and the /d/ is often dropped. Build the cluster up gradually, as below, and have students keep the tongue against the gum ridge throughout production of all three sounds.

| | |
|---------|---------|
| could | /kʊd/ |
| couldn | /kʊdn/ |
| couldnt | /kʊdnt/ |
- ⑦ There is almost universal difficulty with /ɜr/ in "turned". See "The Sound System Of English", page 29.
- ⑦ There is a tendency to pronounce "turned" and "tossed" as two-syllable words — "turn-ed" and "toss-ed". See "The Sound System Of English", page 22.

● EXPLANATION

"Couldn't" has many uses. Sometimes it is the past tense of "can't".

He can't sleep now.

He couldn't sleep yesterday. = He wasn't able to sleep yesterday.

| | |
|------------|--|
| Statement: | He couldn't sleep. |
| Questions: | Couldn't he sleep? Why couldn't he sleep? |

| | | |
|--|------------------------------|--------------------------------------|
| "Would you please drop your other shoe?" | is a little more polite than | "Please drop your other shoe." |
|--|------------------------------|--------------------------------------|

● **EXERCISE – "couldn't"**

Students' books closed. Replace "Jim" by the name of a student in your class.

Jim had a bad day yesterday.

1. He wanted to leave work early because he had a stomach ache but the boss said "no".
He couldn't leave work early.
2. When he got home from work, he still had a stomach ache. His wife put supper on the table.
He couldn't eat it.
3. The television set was broken.
4. The telephone wasn't working.
5. He wanted to turn on the radio but his wife didn't want him to.
6. His reading glasses were broken.
7. He wanted to write a letter but his right hand was sore.
8. The man upstairs was having a party when he went to bed.
9. When he went to the bathroom in the morning there was no toothpaste left.
10. . . . there was no shaving cream left.
11. His wife's coffee tasted like dishwater.
12. The eggs tasted like leather.

WRITTEN EXERCISE

Students write answers to the exercise above. (Students Book page no. 25)

RECALL EXERCISE – Complex sentences

Ask each student to recall one thing Jim couldn't do and why. For example:

He couldn't eat supper because he had a stomach ache.

You may have some students who can recall all 12 lines. Jim himself might be able to tell the whole sad story beginning, "Yesterday I had a really bad day" or "Yesterday was one of those days".

You might prefer to give your students more practice in asking questions by having them make up dialogues instead of the complex sentences above.

Student 1: Why couldn't Jim eat supper?

Student 2: – because . . .

PERSONAL EXERCISE

1. What couldn't you do when you were young that you know how to do now?
2. What couldn't you do because your parents wouldn't allow you to?

EXERCISE — Presentation of “the other one” vs. “another one”

In English, “another one” can mean either “a different one” or “an additional one”, whereas in some languages (French, for example) the two meanings are expressed differently. “un autre . . .” vs. “encore un . . .”)

1. Give a student four pens and then say to him:
Would you please lend me a pen?
After trying out the pen, say:
This one doesn't work. Would you please lend me (pause to allow class to supply the correct form if they can) another one?
2. Ask if someone can lend you a dime. After taking it, say:
Oh, I'm going to need 20¢. One dime isn't enough. Would you please give me (pause) another one?
3. Give a student two pencils and then say to him:
Please give me a pencil.
After trying out the pencil, say:
This pencil isn't sharp enough. Please give me (pause) the other one.

● EXPLANATION — “another” vs. “the other”

“Another” has two uses.

1. One piece of paper isn't enough. Please give me another one.
(an additional one)
2. This piece of paper is dirty. Please give me another one.
(a different one)

“The other” is used when there are only two items.

I have two coats. One is blue. The other one is red.

● EXERCISE — “Would you please” “another” vs. “the other”

Students' books closed.

1. You are in a hotel and you have one blanket. It's not enough and you are still cold.
What do you want them to bring you?
Another blanket.
What do you say when you call the desk?
Would you please bring me another blanket?
2. You are in a shoe store. You have picked up a shoe from the display counter. It is your size and you want to try it on.
What do you want the salesman to give you?
What do you say?

LESSON 8

3. There are two handbags on a shelf behind the saleslady. She has shown you one handbag but you don't like it.
What do you want her to show you?
What do you say?
4. Every night the man upstairs makes two loud noises. First he drops one slipper. Then he drops the other. Tonight he has dropped one.
What are you waiting for him to drop?
What do you say?
5. Every night the man upstairs makes two loud noises. First he drops one boot. Then he drops the other. Tonight he has dropped one.
What are you waiting for him to drop?
What do you say?
6. The man upstairs plays the same record every night. He is driving you crazy.
What do you want him to do?
What do you say to him?
7. The woman next door is a soprano. Every night she sings La Paloma. She is driving you crazy.
What do you want her to do?
What do you say to her?
8. Jim's neighbour has a beautiful voice. One evening she sang a song for him. He wanted to hear more.
What did he want her to do?
What did he say?
9. You are in a restaurant. You found a fly in a glass of water.
What do you want?
What do you say to the waiter?
10. You are in a restaurant. The waiter has brought you a sandwich. The sandwich is stale.
What do you want the waiter to bring you?
What do you say to the waiter?
11. You have finished your sandwich. You are still hungry and you want more of the same.
What do you say to the waiter?
12. Jim went with his wife to buy her a coat. There were two in the store that were nice. One cost \$50. One cost much more. Jim wanted to buy her the \$50 coat.
What did his wife want him to buy her?
What did she say?

● EXPLANATION

- Request:** Would you please lend me 25 cents?
- Offer:** Would you like some coffee?
- Invitation:** Would you like to go to a movie tonight?
- Common Error:** Would you ^{please} ~~like to~~ lend me 25 cents?

● **READING — Sir Dennis Gladfoot** (*Students Book page no. 27*)

Sir Dennis Gladfoot is a famous mountain climber. He appeared on the O.X.E. television station last night. Sid Samuels interviewed him. Here is an excerpt from the interview.

Sid Samuels: Have you always wanted to be a mountain climber, Sir Dennis?

Sir Dennis: Oh yes. My parents wanted me to go on to university. They thought I should study something serious. But nothing could stop me.

Sid Samuels: What is your favourite mountain, Sir Dennis?

Sir Dennis: Mount Chocolate. I visit it every year. I couldn't climb it the first time, but I finally made it to the top after five attempts. I was badly frostbitten. I couldn't walk for weeks afterwards, but it was worth it. I felt wonderful at the top.

Sid Samuels: Why do you climb mountains, Sir Dennis?

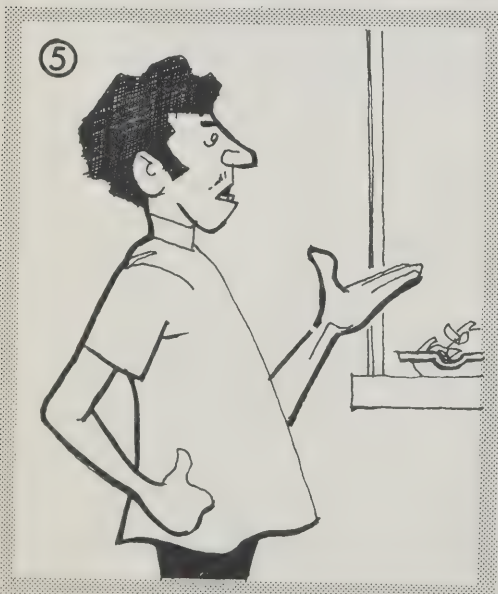
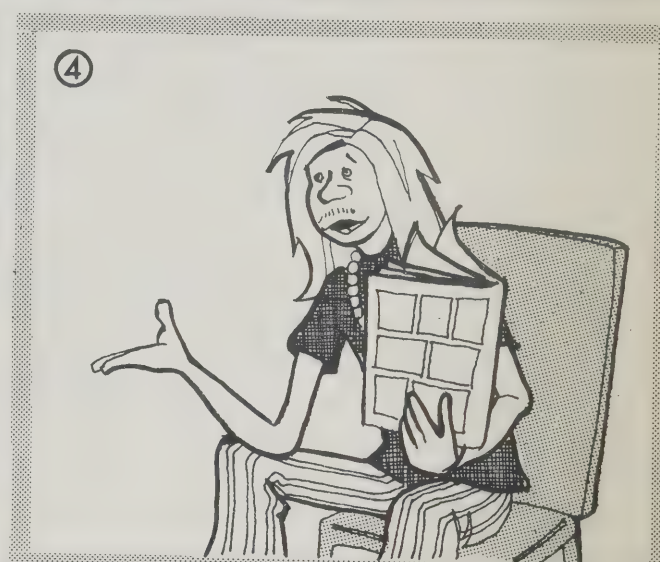
Sir Dennis: For the same reason that all mountain climbers climb mountains, I guess — because they're there.

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

1. Jack and the man upstairs don't go to bed at exactly the same time. Make a comparison between them.
2. Picture **(5)**. Jack isn't wearing his own pyjamas. Ask "whose?"
3. Ask why he isn't wearing his own pyjamas.
4. Picture **(6)**. He's waiting for the man upstairs to do something. Ask "what?"
5. He wants the man upstairs to drop the other shoe. Ask "why?" Answer, using "so that".
6. Picture **(9)**. Jack is asking the man upstairs why he didn't drop the other shoe. What are his words?
7. What is a possible answer?
8. After Jack finally fell asleep, someone phoned and woke him up. Ask "who?"

Lesson 9



Lesson 9

The present perfect continuous tense

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — The Haircut (Students Book page no. 29)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Barber:** Who's next?
② **Teenager:** It's O.K. You can take him instead. I'm in no hurry.
③ **Barber:** Your turn now.
④ **Teenager:** Well . . . actually, I'm not waiting for a haircut.
⑤ **Barber:** Then why have you been sitting here for the last hour?
⑥ **Teenager:** I've been hiding from my father. He wants me to get a haircut and I don't want to. This is the last place in the world he'd look for me.

PRONUNCIATION NOTES

- ⑤ Point out that because "have" receives weak stress, native speakers frequently drop the initial /h/.
Picture ③ — You might want to practise "There's an ear in the hair". Students frequently confuse "ear" and "hair". See Page 25 in "The Sound System Of English."

● EXPLANATION — The present perfect continuous tense

We use the present perfect continuous tense for an action which has started in the past and has continued to the present (or almost to the present).

I started hiding
at 2:00 p.m.

I'm hiding now.
It's 3:00 p.m.

I **have been** hiding from my father for an hour.

Common Error: I ~~am~~ ^{have been} hiding from my father for an hour.

STRUCTURE NOTE

The present perfect continuous is a difficult tense for most students who are still having problems with the following two items:

1. The notion of the perfect. Although the present perfect was introduced in Unit 6, Book 1,

LESSON 9

many students will still be making the common error of using the simple present instead, for example:

I am in Canada for two years.

I know Mary for years.

Many will also be using “since” incorrectly, for example:

I know her since two years.

2. The notion of the continuous. Although the present continuous was introduced in Unit 4, many students will, here too, probably be using the simple present instead.

I go to work now.

● In the Introduction, we use the adverb phrase “for an hour” to show the duration of the continuous action “hiding”. There are other ways to show duration.

How long have you been hiding?

Duration

— for an hour.

— since two o'clock.

— all morning/day/week/year.

● Statements

I/You/We/They have been hiding.

He/She/It has been hiding.

I/You/We/They have not been hiding.

He/She/It has not been hiding.

The following contractions are often used in speech:

I've been hiding.

He's been hiding.

I haven't been hiding.

He hasn't been hiding.

Question

Have you been hiding?

Short Answers

Yes, I have.

No, I haven't.

● EXERCISE — Statements and questions in the present perfect continuous tense

Turn to the Introduction pictures.

1. What's the boy in Picture (6) doing?
He's hiding from his father.
2. Ask “how long?”
How long has he been hiding from his father?
3. Answer the question.
He's been hiding from his father for an hour.
4. Ask “why?”
Why has the boy been hiding from his father?

5. Answer the question.
6. What's the man in Picture (2) doing?
7. Ask "how long?"
8. Answer #7.
9. What's the barber doing in Picture (3) ?
10. Ask "how long?"
11. Answer #10.
12. What's the teenager's father doing?
13. Ask "how long?"
14. Answer #13.
15. Ask "why?"

WRITTEN EXERCISE

Students do the above exercise. (Students Book page no. 30)

PERSONAL EXERCISE

— Statements and questions in the present perfect continuous tense

Students ask and answer questions with "how long?" The two students involved in each exchange should be sitting some distance apart rather than beside each other. This arrangement helps keep the entire class listening.

Teacher: How long have you been smoking, Student 1?

Student 1: **Since I was 15.**

Teacher: Student 1, ask Student 2 a question with "How long?"

Student 1: **How long have you been living in this city?**

Student 2: **For . . .**

Student 2: **How long have you been coming to this class?**

Student 3: **For . . .**

etc.

If students have difficulty thinking of questions, supply cue words, e.g., wearing glasses, working at your present job, coming to this school.

Questions containing verbs which have no continuous form are considered in the following lesson, e.g.: "How long have you had that beard?" However, if they occur here, you might deal with them briefly and explain that they will be further dealt with the next day.

In order to practise full statements, "He's been . . . ing for . . .", you might from time to time interrupt the questions and answers to ask a question like the following:

Teacher: What did Student 2 say about smoking?

Student: **He's been smoking since he was 15.**

● EXERCISE — Review of "He asked him if/where/when he should . . ."

Students' books closed.

The customer in Picture (1) is having a lot of trouble with his hair. He asked the barber for his advice.

1. "What kind of shampoo should I use?" he said.
He asked the barber what kind of shampoo he should use.

2. "Should I brush my hair or not?"
He asked the barber if he should brush his hair or not.
3. "How often should I wash my hair?" he said.
4. "Should I use a hair dryer to dry my hair?"
5. "How often should I get a haircut?" he said.
6. "What should I put on my hair?" he said.

Ask students to suggest other things the customer asked.

● **READING – Three Stories** (*Students Book page no. 30*)

1. A woman went into a drugstore and asked for her favourite cure-all. "I'm sorry," the druggist said, "I can't give you these without a prescription."
"Why not?" the woman stormed.
"Because these pills are habit-forming," the druggist answered.
"They are not," retorted the woman. "I know, because I've been taking them regularly for 10 years."

* * *

2. An old archbishop was worried about his health. He was worried that his legs would become paralysed.

One evening he was sitting across from a charming young woman at the dinner table. Suddenly his face turned white and he cried out: "It has happened!"

"What has happened?" said the young woman, jumping up.

"My legs are paralysed," he moaned.

"What makes you sure?" she replied.

"Well," he said, "I've been pinching my leg for the last hour and I can't feel anything."

"I beg your pardon," said the young woman, blushing. "But it's my leg you've been pinching."

* * *

3. A: How old is Mary?
B: She's 26.
A: Are you sure of that?
B: Of course, I'm sure. She's been telling everyone that for the last 10 years.

DICTATION

One of the above jokes could be used for dictation.

Supplementary Section

SONG – Lonesome Traveller in The Weavers Song Book, Folkways Music Publishers

This is the theme song of the Canadian folk-singing group, The Travellers. The verses conclude with the line, "I've been travelling on."

● **EXPLANATION** (*Students Book page no. 31*)

In the Introduction, the present perfect continuous tense is used for an action which has continued to the present moment:

I've been hiding from my father.

The present perfect continuous tense is also used for an action which has continued, not to the present moment, but up to a recent moment:

My hands are dirty because I've been washing the car.

● **EXERCISE** — The present perfect continuous tense for recent actions

Present the Explanation above before doing this exercise.

1. John's hands are dirty.
He's been fixing the stove.
2. Anna has grass in her hair.
She's been lying in the grass.
3. This room smells of smoke.
4. George's hands are covered with grease.
5. Mary's hands are black.
6. My hands are covered with chalk.
7. The back of my jacket is covered with chalk.
8. Bill has mud on his boots.

STORY

If your students are parents they might like to hear the well-known children's story, Goldilocks And The Three Bears. It includes the following lines:

Someone's been eating my porridge.
Someone's been sitting on my chair.

Alternative Section

EXERCISE — He's been ... ing { since ...
for ...

I went to a funny party yesterday. Everybody was doing something strange. For example, George was sleeping under the couch in the living room. I went into the kitchen to speak to the hostess.

1. "Do you know that George is sleeping under the couch?" I said.
"I know that," she said. "He's been sleeping there for two hours."
2. "Do you know that Maria is hiding in the hall closet?"
"Yes, I know that. She's been hiding there since she got here."
3. "Do you know that Steve is reading in the bathtub?"
4. "Do you know that Rico is smoking cigars? They smell terrible."

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5. "Do you know that Robert is dancing on the table?"
6. "Do you know that Bill is dropping ashes on the rug?"
7. "Do you know that John is breaking beer bottles on the balcony?"
8. "Do you know that Mary is crying in the corner?"
9. "Do you know that Ella is playing records at top volume?"
10. "Do you know that Chris is playing solitaire?"

EXERCISE — Review of questions

This exercise is meant to follow the one above. It is a type of exercise that can be used on a regular basis to give students much needed practice in asking questions. The teacher begins by describing a situation and then invites questions about that situation.

Teacher: You were invited to that strange party too. The hostess asked you to come because she especially wanted you to meet a girl called Anita. When you got there the hostess told you that Anita was in the bedroom. You asked the hostess what Anita was doing in the bedroom. She said that Anita was sulking. Then what did you ask?

Students are encouraged to ask questions, such as:

Student: **Why is she sulking?**

Teacher: Because somebody called her a fat cow.

Student: **Who called her that?**

Teacher: ...

Student: **Why did he call her that?**

Teacher: ...

Student: **How long has she been sulking?**

DIALOGUE — The present continuous tense vs. the present perfect continuous tense

Mary is always making excuses for not helping around the house. This is a typical dialogue between Mary and her mother.

Mother: (calling upstairs to Mary) Would you please **help me with the dishes?**

Mary: I'm sorry. **I'm doing my homework.**

Mother: You've been doing your homework for three hours.

Mary: I know, but **I've got a lot to do.**

SUBSTITUTIONS

Students make up further dialogues in the above pattern, replacing the phrases in bold face type with whatever they like.

Lesson 10

Verbs without continuous forms
The present perfect continuous tense vs. the
present perfect tense without “for” or “since”

REVIEW

Students dramatize the Introduction in Lesson 9 — The Haircut.

● EXERCISE — Review of the present perfect continuous tense

Look at the Introduction pictures, page 50.

1. The man in Picture (2) is reading magazines.
I know. He's been reading them for half an hour.
2. The barber's sweeping the floor.
I know. He's been sweeping it for 15 minutes.
3. The teenager is sitting in the barbershop.
4. He's hiding from his father.
5. His father is looking for him.
6. The barber studies English at night school.
7. The barber smokes.

● EXPLANATION

Certain verbs are not used in the continuous. For example, “have” meaning “possess”.

| | | |
|-------------------------|-----|---------------------------|
| The barber | has | a moustache. |
| The barber has | had | a moustache for 10 years. |
| How long has the barber | had | a moustache? |

Other verbs are: know, like, believe, own.

Notice that “have” meaning “experience” can be used in the continuous.

The barber has been having fights with his customers for years.

● EXERCISE — Verbs with no continuous forms

Before doing this exercise, present the Explanation above. (Students Book page no. 32)

1. The barber has sideburns. Tell “how long”.
2. When the barber started off, he worked for someone else. Now he owns the shop. Tell “how long”.
3. The teenager has long hair. Tell “how long”.
4. The customer in Picture (1) knows the barber very well. Tell “how long”.
5. The customer believes in ghosts. Tell “how long”.
6. The barber is married. Tell “how long”.
7. The barber is a Canadian citizen. Tell “how long”.
8. The teenager's father is bald. Tell “how long”.

PERSONAL EXERCISE — Verbs with no continuous forms

Students ask and answer questions with the above verbs, for example:

How long have you been married? (in Canada? a cook?)

How long have you had that watch? (ring? beard?)

How long have you known Maria?

WRITTEN EXERCISE

Students write answers to the exercise preceding the one above. (Students Book page no. 32)

● EXPLANATION — The present perfect continuous tense vs. the present perfect tense

When there is no marker of duration (e.g. "since, for"), the present perfect shows that the action is finished, for example:

I've read three books this morning. = I've finished three books.

I've washed the dishes. = I've finished washing the dishes.
They are clean now.

The present perfect continuous emphasizes the continuity of the action. We do not know if the action is finished or not.

John: Why are your hands wet?
Mary: I've been washing the dishes.
John: Are you finished?

DIALOGUE — The present perfect continuous tense vs. the present perfect tense

Procedure:

Present the following dialogue orally. Students repeat it until they can say it easily. You might begin by indicating the two people with stick figures on the blackboard. Divide the class in half. Each half plays one role.

Student 1: What have you been doing all morning?

*Student 2: I've been **reading some good magazines**.*

Student 1: How many magazines have you read?

Student 2: I've read four.

Present each substitution below orally. As you do, call on two people to make a dialogue in the same pattern as the one above. They do this by replacing the phrase in bold face type in the dialogue by the substitution, and making any other adjustments which this replacement calls for. The two people chosen should be at some distance from each other so that they speak loudly enough for everyone to hear.

SUBSTITUTIONS

1. making telephone calls
2. writing letters
3. drinking beer
4. baking cakes

5. smoking cigarettes
6. watching television
7. learning Italian phrases
8. looking for my son

EXERCISE — Review of questions

One student takes the role of Kevin. Others take the role of motorists who have picked him up. They each ask Kevin questions about how he has been managing, for example:

How long have you been travelling?

If necessary, put cue words on the blackboard (sleeping, eating, meeting people, etc.)

● **EXERCISE — Complex sentences** (*Students Book page no. 34*)

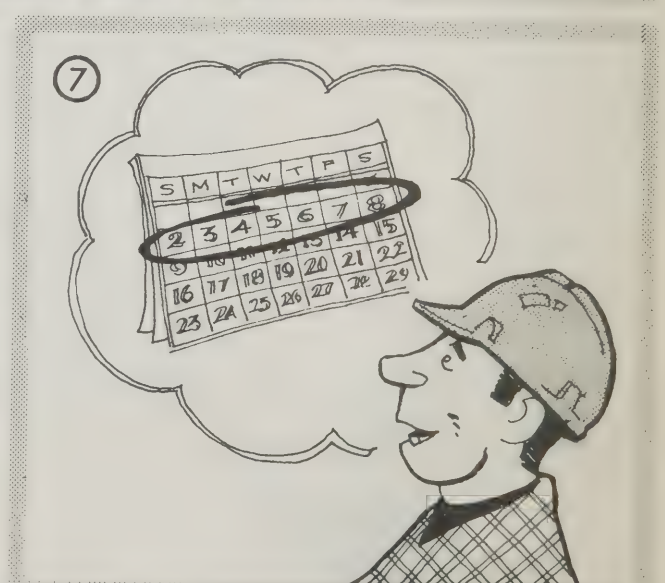
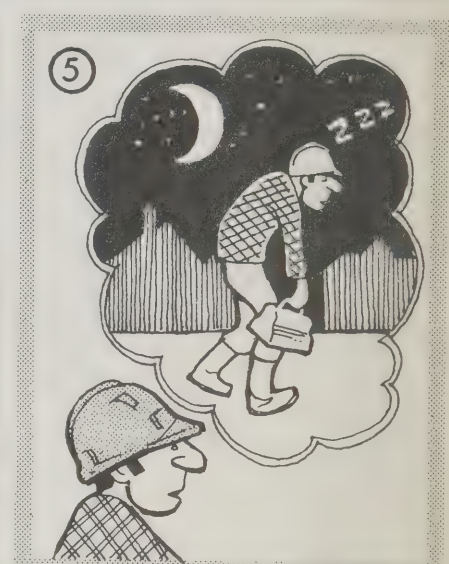
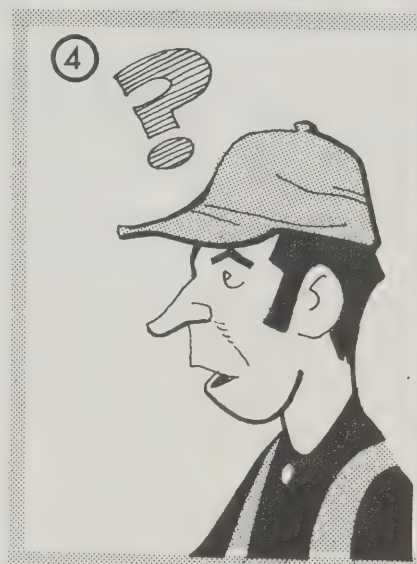
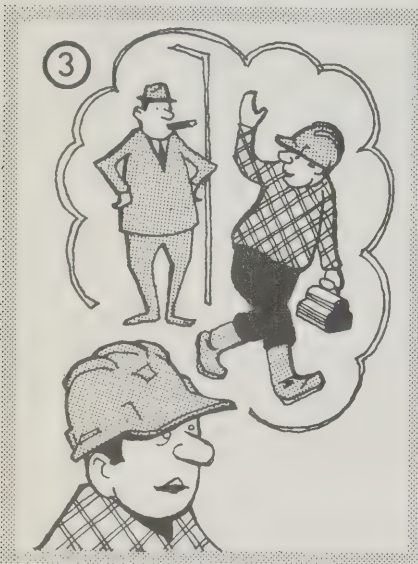
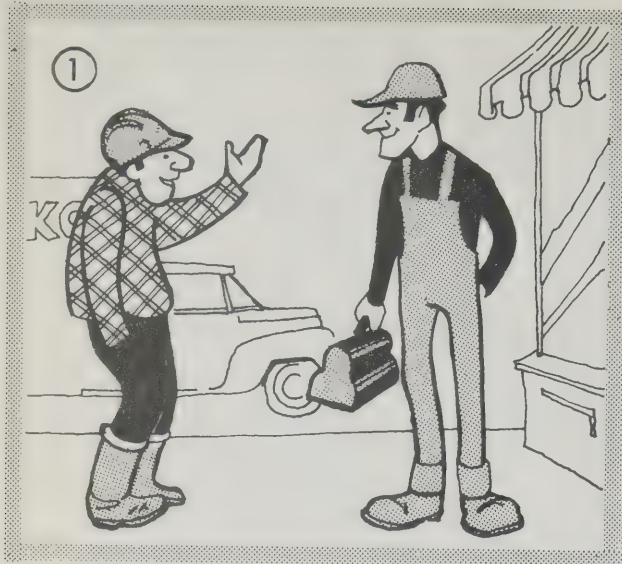
Part I — Written — Answer in complete sentences:

1. Did Kevin want to work in the city or stay home and study French?
2. Was there plenty of work around or no work around?
3. What did he decide to do?
4. What did Kevin promise to do about letters home and eating?
5. What did Kevin's father finally agree to let Kevin do?

Part II — Oral

- a. Join answers 2 and 3 with "because".
- b. Join answers 1 and 2 with "but" (so that 1, 2 and 3 are joined).
- c. Join answers 4 and 5.

Lesson 11



Lesson 11

I thought . . .

In fact . . .

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — What's new? (Students Book page no. 36)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Spiros:** Hi. What's new? What have you been doing?
- ② **Arieh:** Oh, not too much. Working hard. How about you?
- ③ **Spiros:** Well, as a matter of fact, I've changed my job.
- ④ **Arieh:** Oh? How come? I thought you liked it.
- ⑤ **Spiros:** I did. In fact it was a very good job, but I got tired of the night shift.
- ⑥ **Arieh:** When did you change?
- ⑦ **Spiros:** Just last week.

● EXERCISE — "I thought . . ."

Students' books closed. Replace the names below by the names of students in your class.

1. George is married.
I thought he was single.
2. Chris comes from Poland.
I thought he came from Roumania.
3. Anna lives with her sister.
4. Peter works in a paint factory.
5. Betty is going to get married in July.
6. Allan is going to buy a used car.
7. Maria is going to France by plane.
8. Walter is going to get a \$10 raise.
9. Nina is 20 years old.
10. Teresa has two children.
11. Juan wants to study languages.

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 36)

EXERCISE — "Oh, I thought . . ."

Get as many replies as possible to each of the following comments:

1. I'm leaving Canada.
Student 1: Oh, I thought you liked Canada.
Student 2: Oh, I thought you were staying for at least a year.
Student 3: I thought you thought Canada was a wonderful country.

2. I'm getting married next week.

Student 1: I thought you never wanted to get married.

Student 2: I thought you wanted to be a bachelor for the rest of your life.

Student 3: I thought you hated women.

3. I've just come back from France.

4. I've moved into an apartment.

5. I'm going back to school.

6. I've bought a bicycle.

DIALOGUE

For Procedure, see page 58.

Student 1: I'm leaving Canada next week.

Student 2: Oh, I thought you liked Canada.

Student 1: Well, I do, but my mother wants me to come back.

SUBSTITUTIONS

Students make up their own.

DIALOGUE

Student 1: I'm getting married next week.

Student 2: Oh, I thought you didn't ever want to get married.

Student 1: Well, I didn't, but I changed my mind after I met Mary.

SUBSTITUTIONS

Students make up their own.

● EXERCISE — "in fact"

Students' books closed. Replace the names below by the names of students in your class.

1. Roberto likes music, doesn't he?
Yes, in fact he plays four instruments.
2. Anna hates the sun, doesn't she?
Yes, in fact she carries an umbrella when it's too sunny.
3. Bill likes airplanes, doesn't he?
Yes, in fact he wants to become a pilot.
4. George is a good swimmer, isn't he?
5. Maria is good at languages, isn't she?
6. Nina has children, doesn't she?
7. Peter likes animals, doesn't he?
8. Aldo is older than he looks, isn't he?
9. You went to sleep very late last night, didn't you?
10. Bob is very strong, isn't he?
11. Mary is as tall as Anna, isn't she?
12. I think we've had enough examples of "in fact", don't you?

● **READING – Job Hunting** (*Students Book page no. 37*)

Even though Roberto has been looking for a job for a long time, he is not at all discouraged. He is sure that he will find one eventually.

Roberto has contacted the Canada Manpower Centre near his home and has been looking for a job on his own.

He has been watching the newspapers for job advertisements and has answered quite a few of them. He has let all his friends know that he is looking for a job. He has also gone to a few of the private employment agencies.

He wrote a letter of application* and took it to a copying service. They made 50 copies for him. He has been sending copies to companies all over the city. So far, he has sent 15 copies, and he intends to send out all the rest.

Roberto read an article in the newspaper about a school for the unemployed. The article told about some job statistics. According to those statistics, the best possible way to find a job is to walk into an office and ask for one. Roberto has been doing exactly this. He walks into an office, and if the employer has no job, Roberto asks him to suggest another company. Many employers are happy to be of help.

Roberto has divided the city into areas. He spends a full day, each day, in one area, looking for a job. He is getting to know the city well!

*See Supplementary Section, Lesson 24, for a sample application form, letter of application, résumé and letter to accompany résumé.

● **WRITTEN EXERCISE – “even though” vs. “because”** (*Students Book page no. 37*)

Join each pair of sentences with either “even though” or “because”.

1. Roberto is not discouraged. He has been looking for work for weeks.
Roberto is not discouraged even though he has been looking for work for weeks.
2. He is discouraged. He has been looking for work for weeks.
He's discouraged because he has been looking for work for weeks.
3. He's sure he'll find a job. There's a lot of unemployment in the city.
4. He often goes into factories and offices to ask for work. They haven't advertised for workers.
5. He let his friends know that he's looking for work. They might hear about an opening.
6. He gets up at 7:30 every morning. He would rather sleep in.
7. He's getting to know the city well. He spends a full day, every day, in one area of it.

DISCUSSION

1. *How companies are located in the Yellow Pages.*
2. *How to use the Canadian Trade Index. (It is available in the public library.)*

FURTHER USE OF INTRODUCTION PICTURES

See examples in Lessons 1, 4 and 6.

It would be a good idea at this point to review once again the question word “whose”. It was first reviewed in the Further Use of Pictures, Lesson 8.

You might also like to include further review of comparisons (reviewed in Further Use, Lessons 4 and 8), and the present perfect continuous tense.

Lesson 12

The present perfect tense vs. the simple past tense (Review of Book I material)

REVIEW

Students dramatize the Introduction in Lesson 11 — “What’s New?”

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① **Spiros:** Hi! What’s new? What have you been doing?
- ② **Martin:** Oh, not too much. Working hard. How about you?
- ③ **Spiros:** Well, as a matter of fact, I’ve [].
- ④ **Martin:** Oh? How come? I thought [].
- ⑤ **Spiros:** I did. In fact [] but [].
- ⑥ **Martin:** When did []?
- ⑦ **Spiros:** [].

DRAMATIZATION IN PAIRS

For Procedure, see page 9.

● EXPLANATION — The present perfect tense vs. the simple past tense

The present perfect tense is often used with the following adverbs:

| | |
|---------|---|
| already | — She started to work last year and she has already saved enough money for a car. |
| yet | — I haven’t bought a car yet. |
| ever | — Have you ever bought a used car? |
| never | — I’ve never bought a used one. |
| just | — I’ve just bought a car. |

Whenever there is a past marker we use the past tense and not the present perfect tense.

Examples of Past Markers:

| | |
|----------------------|-------------------|
| Yesterday | } I bought a car. |
| Last (week) | |
| (A week) ago | |
| When I was in France | |
| At (2) o’clock | |

Common Error: I have bought a car last week.

● EXERCISE — Present perfect vs. simple past

Before doing this exercise, present the Explanation above. (Students Book page no. 38)
Books closed for this exercise.

Kevin is back home from his trip across the country. He has been back for a few weeks. He is speaking to a friend on the phone. Answer each question with a time marker.

1. Have you shaved off your beard yet?
Yes, I shaved it off when I got home.
2. Have you been to the new discotheque yet?
Yes, I was there last night, in fact.
3. Have you spoken to Peter since you got back?
4. Have you gone back to school yet?
5. Have you found a part-time job yet?
6. Have you seen the new Brigitte Bardot film yet?
7. Have you read the book I lent you — How To Make A Million By The Time You're 80?
8. Have you written to the girl you met in Vancouver yet?
9. Have you bought any new clothes yet?

WRITTEN EXERCISE

Students write answers to the exercise above. (Students Book page no. 38)

DIALOGUE — The simple past tense vs. the present perfect tense

For Procedure, see page 58.

Student 1: Would you like to **see War And Peace?**

Student 2: No, thanks. I've already seen it.

Student 1: When did you see it?

Student 2: I saw it last month.

Student 1: What did you think of it?

Student 2: It was very good.

SUBSTITUTIONS

1. **go to Ontario Place**
2. **eat in the new restaurant across the street**
3. **read my copy of The New Man**
4. **hear The Bugs new record**
5. **meet my cousin, Maria**

● WRITTEN EXERCISE — Present perfect vs. simple past *(Students Book page no. 38)*

Use the present perfect tense and the simple past tense in the following paragraph:

Alice is a very fast dressmaker. She already two dresses since the beginning of the week. On Monday night she 1. make a mini-dress for her friend. On Tuesday night she 3. cut out the pattern for a midi-dress. She 2. make it on Thursday night. On Friday night she 5. start a third dress, but she 4. finish it yet because she already all her thread. 6. not finish 7. use up

You might ask students to write another paragraph in the pattern of the one above, beginning with: "Bill is a very fast painter. He has already painted two rooms since the beginning of the week. On Monday night . . ."

● **EXPLANATION** — simple past + “for” vs. present perfect (continuous) + “for”

| | |
|----------|--|
| 1958-59 | I worked as an assistant cook for one year. |
| 1959-71 | I worked as a cook for 12 years. |
| 1971-now | <div style="display: inline-block; vertical-align: middle;"> I've been working I've worked </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em; margin: 0 10px;">}</div> as a head chef for a year. |

PERSONAL EXERCISE

Before doing this exercise, present the above Explanation. (Students Book page no. 39)

The two series of questions below are aimed at highlighting the contrast shown in the above Explanation.

- Are you working?
Where?
Which hospital?
How long have you been working there? or How long have you worked there?

Student 1: For six months.

(to the class) What did Student 1 say?

Student 2: He's been working at the General Hospital for six months.

Have you worked in any other hospital?
How long did you work there?

Student 1: For a year.

(to the class) What did Student 1 say?

Student 3: He worked at Western Hospital for a year.

Another student could sum up Student 1's working experience:

*Student 4: He worked . . . for . . .
He's been working . . . for . . .*

- What street do you live on?
How long have you lived there?
Have you lived on any other street?
How long did you live there?
When did you live there?

Students might write paragraphs at home telling about themselves. Each student would tell:

How many countries he has lived in.
How long he lived in each country.
How long he has been living in Canada.

or

How many jobs he has worked at.
How long he worked at each job.
How long he has been working at his present job.

● **READING — George's Art Collection** (*Students Book page no. 39*)

George is a world traveller and an art collector. He has collected art and handicrafts from every corner of the world.

George was born in Greece and lived there until he was 18. Even as a student, George enjoyed travelling through the villages, picking up handicrafts that he liked and that were not too expensive.

George is now living in Canada and, of course, he is collecting Canadian art. He has been doing this ever since he arrived here in 1964.

So far he has collected the crafts of three different Canadian groups. From 1964 to 1967 he collected wood carvings from Quebec. From 1967 to 1970 he collected the crafts and paintings of different Indian nations. From 1970 on, he has been collecting Eskimo soapstone sculpture.

Whenever he can, George likes to invest in paintings by young and promising Canadian artists.

EXERCISE — Simple past vs. present perfect continuous vs. present perfect

1. What has George been collecting since he was a student?
He's been collecting art and handicrafts.
2. Where was George born?
3. How long did he live there?
4. Where is he living now?
5. How long has he been collecting Canadian art?
6. What has he collected so far?
7. For how long did he collect wood carvings from Quebec?
8. For how long did he collect the crafts and paintings of different Indian nations?
9. For how long has he been collecting Eskimo soapstone sculpture?

● **VOCABULARY — Noun-forming suffixes**

The following nouns and/or verbs have appeared in readings up to this point.

1. -tion /ʃən/. Words with this suffix are stressed on the next-to-last syllable.

| Verb | Noun |
|---------|-------------------------|
| suggest | sugg ^é stion |
| collect | coll ^é ction |

2. -ment /mənt/. This suffix always receives weak stress.

| Verb | Noun |
|-----------|---|
| pay | páym ^é nt |
| advertise | adv ^é rtis ^é ment |
| replace | repl ^é ac ^é ment |

3. -ing. This suffix always receives weak stress.

Verb

paint

carve

Noun

páinting

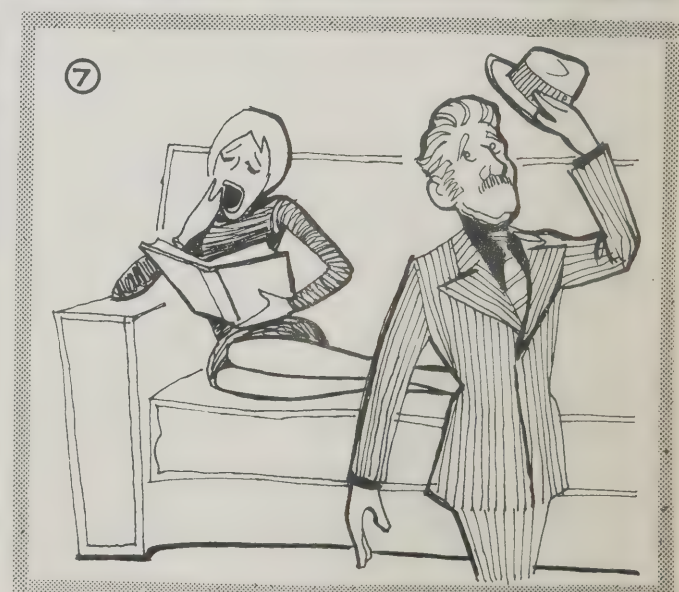
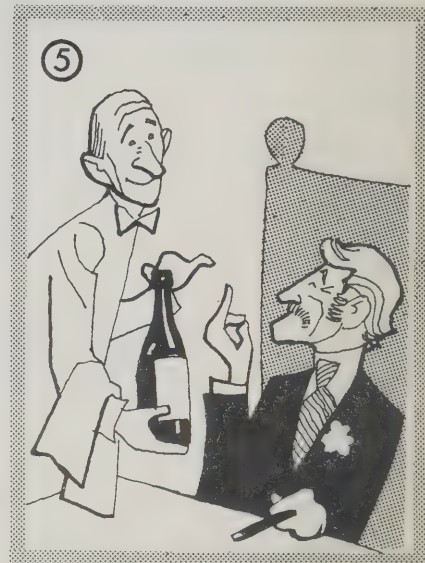
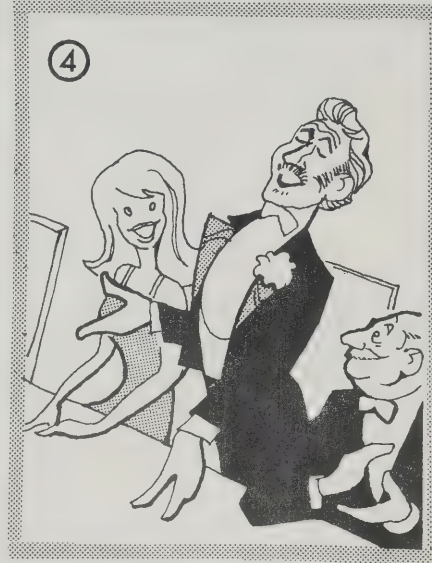
cárving

There are more noun-forming suffixes in English than the three reviewed above. Try to learn the noun form when you learn the verb, and vice versa.

● **EXERCISE**

1. George has been collecting handicrafts for years and now he has a very large _____.
2. The owner of the factory didn't have a job for me. I asked him to suggest another place to look. He gave me a good _____.
3. I couldn't pay for my house all at one time. Every month I make a _____.
4. When I was a child I carved my girlfriend's name in a tree. Ten years later she went back to look at the _____.

Lesson 13



Lesson 13

how to/where to/whether to

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — Silverfinger (Students Book page no. 41)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Mr. Silverfinger is a man of the world. He doesn't get nervous whatever the situation.
- ② He knows what to wear on any occasion.
- ③ He knows how much to tip a waiter.
- ④ He knows what to say on any social occasion.
- ⑤ He knows what wines to order.
- ⑥ He can tell you where to get a good haircut in any capital city in the world.
- ⑦ He knows whether to stay or leave.

PRONUNCIATION NOTES

- ③ Speakers of Romance languages tend to omit the initial /h/ in "how". See page 25 in "The Sound System Of English".
- ⑦ The pronunciation of "whether" /wɛðər/ presents a couple of problems. For /ð/ see page 23, and for /ər/ see page 29 in "The Sound System Of English".

● EXPLANATION

| SUBJECT | VERB | INDIRECT OBJECT | DIRECT OBJECT | |
|---------|--------------|-----------------|----------------|--|
| | | | Question Words | Infinitive |
| 1. He | knows | | how | to dress. |
| 2. He | can't decide | | which jacket | to wear. |
| 3. He | can tell | you | where | to get a haircut. |
| 4. He | knows | | whether | to stay or leave. to stay (or not). |

PRONUNCIATION EXERCISE — Nouns ending with "tion"

The word "situation" appears in Line ① of the Introduction. Note that "tion" receives weak stress and is pronounced /ʃən/. The syllable immediately preceding the "tion" receives primary stress.

LESSON 13

Have students repeat the words below after you. Students have met these words before in either Book 1 or 2.

cáution
station

suggéssion
collection

s̄ituátiön
conversation
application

EXERCISE — Review of “He knows how/what/if he should . . .”

Students look at the Introduction text and make sentences in this pattern:

- ② Silverfinger knows how he should dress.
- ③ He knows how much he should tip a waiter.

Note that no. ⑥ is “where you can get”, not “where you should get”.

● “The Indecisive Man” EXERCISE — “how to/where to/whether to”

Students’ books closed.

Silverfinger’s cousin Leadfinger is a very indecisive man. He can never decide what to do. Last summer he had holidays.

1. “Where should I go for my holidays?” he said to himself.
He couldn’t decide where to go for his holidays.
He couldn’t decide whether to go south or north.
2. He finally decided to go south. “How should I travel?” he said to himself.
He couldn’t decide how to travel.
He couldn’t decide whether to travel by bus, train or plane.
3. “What time of year should I leave?” he said to himself.
4. “How much money should I take?” he said to himself.
5. “What clothes should I take?” he said to himself.
6. “What kind of hotel should I go to?” he said to himself.
7. “Should I go with a friend or not?” he said to himself.
8. “Should I take my dog or not?” he said to himself.

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 41)

RECALL DIALOGUE

For Procedure, see page 58.

Leadfinger: Where should I go for my holidays? (or: Where do you think I should go . . . ?)

Silverfinger: Go to . . . (or: I think you should go to . . .)

SUBSTITUTIONS

Students use items from “The Indecisive Man” Exercise. If necessary, put cue words on the black-board (e.g. “how”, “how much money”).

PERSONAL EXERCISE — “how to/where to/whether to”

With the help of the class, build up a list of question words on the blackboard. Add “whether” to the list.

how
where

when
who

which way
how much
whether

Ask the class to tell you what they didn’t know when they came to Canada, for example:

Student: I didn’t know how to use the subway.

This exercise will probably only take a few minutes. However, you might move toward freer conversation by encouraging one person to share more of his experience.

● **KEEP SMILING** (*Students Book page no. 42*)

Painless Diet

I ran into an old friend. I couldn’t recognize him because he was much thinner.

“How did you lose so much weight?” I said.

“It was easy,” he answered. “I only eat things that swim.”

“Then you can only eat fish,” I said.

“Oh no,” he answered. “I can eat anything. First I teach it how to swim, then I eat it.”

● **WRITTEN EXERCISE** (*Students Book page no. 42*)

Silverfinger’s cousin Leadfinger is not a man of the world. He doesn’t know what to do in any situation. He always does the wrong thing.

Copy and complete the following paragraph. Choose words from the lists below to insert in the brackets:

Leadfinger never knows what to wear. He was invited to (1) and he wore (2). He never knows how much to tip a waiter. I went to dinner with him last night in a restaurant. His meal cost (3) and he left a (4) tip. He always says the wrong thing. His girlfriend bought him a (5) and he said, “(6)”. He never knows when to arrive and when to leave. He was invited to a lunch. He arrived at () and left at ().

1

a cocktail party
a pyjama party
a wedding
go sailing
a meeting

2

a tuxedo
jeans
a white dinner jacket
pyjamas
a business suit

3

\$6.00
60¢
\$1.80

4

a 10-cent tip
a 50-cent tip
a dollar tip

5

a sweater
a dog
a Jaguar

6

I don’t drive.
I’m allergic to . . .
That’s nice.
I . . .

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

1. Picture ①. Silverfinger has just crashed into something. Ask "what?"
2. Something has happened to Silverfinger's car. Ask "what?"
3. Silverfinger has to do something with his car now. Ask "what?"
4. What do you have to do if you're in an accident involving personal injury or \$200 damage?
5. Silverfinger's going to borrow someone else's car. Ask "whose car?"
6. Picture ②. Silverfinger's going somewhere. Ask "where?"
7. Picture ③. Silverfinger left a large tip. Ask "how much?"
8. The waiter's going to buy his wife something with the tip. Ask "what?"
9. Silverfinger always leaves a large tip. Ask "why?"
10. Picture ④. Silverfinger has been speaking for a long time but the audience is still interested. Ask "how long?"
11. Picture ⑥. Silverfinger's been going to the same barber shop for years. Ask "how long?"
12. Ask "why?"

Alternative Section

LISTENING EXERCISE — how to/where to/what to

1. My friend said: "Take the College streetcar to Bay. Take the Bay bus to Queen Street and get off. City Hall is on your right-hand side."
Oh, you mean he told you how to get to City Hall.
2. My wife said: "Wear your grey pants and your navy jacket and that new striped shirt I bought you with the blue and white tie, the one your aunt bought you last Christmas."
Oh, you mean she told you what to wear.
3. My friend said: "For your vacation, drive up to Georgian Bay and stay at the Wildlife Inn for a few days. Take a sunset tour on the bay before you leave the area. Try to visit Algonquin Park before you come home."
4. In the restaurant my friend said: "You can leave between 10 per cent and 15 per cent for a tip, but I think the service has been really good, and I think you should leave \$2. Besides, the waiter is a friend of mine."
5. When we were invited to a party, my friend said: "Well, we can go anytime between nine and eleven but I think the hostess will be serving the food around ten o'clock so I think we should go before ten o'clock."
6. My friend said: "For someone like you who wants to take a picture quickly and be sure that it will turn out clearly and who doesn't want to spend a lot of money, the best thing is an automatic camera."
7. When I was looking for a job, my friend said: "There is a personnel department there, but just phone up the boss and tell him that you're a friend of mine."

Lesson 14

“get” meaning “become”

Review of separable and inseparable phrasal verbs

REVIEW

Students recall the Introduction in Lesson 13 — Silverfinger

● EXERCISE — “get” meaning “become”

Students' books closed. Replace the names below with the names of students in your class.

1. Paulo went to bed very late last night. He isn't tired yet,
but he's getting tired.
2. Mario eats more and more. He isn't fat yet,
3. Anna didn't eat any breakfast this morning. She isn't hungry yet,
4. Nina has not cut her hair for six months. Her hair isn't long yet,
5. George eats less and less. He isn't thin yet,
6. The man who lives upstairs from Armando has a noisy party every night. Armando isn't angry yet,

EXERCISE — “get” meaning “become”

Choose some of the following items:

1. What happens to you when you eat too much?
2. you work too hard?
3. you watch television for four hours at night?
4. somebody yells at you?
5. you watch a horror movie?
6. you don't do any exercise for months?
7. you smoke too much?
8. the car in front of you won't let you pass?
9. you eat very salty food?
10. you see someone hitting a dog?
11. you are driving with someone who is not careful?
12. to the length of the days from June 21 to December 21?
13. to the length of the nights from June 21 to December 21?
14. to the length of the days from December 21 to June 21?
15. to the length of the nights from December 21 to June 21?
16. to the weather from September to December?
17. to the weather from December to June?

● READING — Silverfinger, Part 1 (*Students Book page no. 43*)

Mr. Silverfinger went to bed. He was very tired after a hard day's work of spying for Inter-Espion. As soon as he **put** his head **down** on the pillow, he fell asleep.

At 12 midnight, the telephone **woke up** poor Silverfinger. It was his boss

from Inter-Espion. "Listen!" his boss said, "I can't **put off** this job another day. You'll have to do it tonight, right now! **Write down** these instructions in code."

Here are the instructions that Silverfinger **took down**:

1. **Put on** your night watchman's uniform.
2. Go to the corner of Queen and Yonge Streets and **pick up** Lightfoot. You'll recognize him because he'll be **holding up** a yellow umbrella, even though it's not raining.
3. Continue driving for two blocks; make a right turn; continue for two blocks; make another right turn; stop the car, get out and walk for two blocks. You'll find an orange bicycle there, built for two. Take it, turn right and ride for two blocks more. Then stop. You'll find an old empty building there. Lightfoot will give you further instructions.
4. When you have **carried out** my instructions, don't **throw away** the piece of paper. Burn it.

"Got it?" his boss said. "Yep! Got it," Silverfinger groaned.

PRONUNCIATION EXERCISE — Stress on separable phrasal verbs with pronoun objects

For an explanation of separable two-word verbs, see Book I, page 152.

Have each of the following phrases repeated several times after you. Accentuate the rhythm by beating or clapping.

wóke him úp
 put it off
 write it down
 took it down
 put it on

pīck it úp
 have it on
 hold it up
 carry it out
 throw it away

● EXERCISE — Separable phrasal verbs *Students' books open at Reading, Page 43*

In the Reading, Part I, above, all the separable verbs are in bold face type. Answer each question below with one of those separable verbs, changing each noun object to a pronoun.

1. Did Silverfinger put his head down on the table?
No, he **put it down** on the pillow.
2. Did the telephone put Silverfinger to sleep?
No, it **woke him up**.
3. Why did the boss want Silverfinger to do the job right away?
4. Did Silverfinger write down the instructions in English?
5. Did the boss tell Silverfinger to carry his night watchman's uniform?
6. Did the boss tell Silverfinger to telephone Lightfoot?
7. Silverfinger wrote the instructions down on a piece of paper. What did the boss tell him not to do with the piece of paper?

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 43)

EXERCISE — Separable two-word verbs in questions

1. Silverfinger was walking along the street. Suddenly he stopped and threw away his diamond ring. Ask “Why?”

Student 1: Why did he throw it away?

Student 2: Maybe because . . .

2. Silverfinger’s girlfriend wanted to get married right away, but he wanted to put off the wedding. Ask “Why?”
3. Silverfinger woke up his girlfriend at 6 o’clock on Wednesday morning. Ask “Why?”
4. Silverfinger writes down everything his girlfriend says. Ask “Why?”
5. Once Silverfinger didn’t carry out his boss’ instructions exactly. Ask “Why?”
6. Silverfinger was planning to open up his own detective agency, but he didn’t carry out his plans. Ask “Why?”
7. Silverfinger throws away all his clothes after he wears them once. Ask “Why?”

● **READING — Silverfinger, Part II** (*Students Book page no. 44*)

Silverfinger **ran into** his old friend, Lightfinger, downtown. They decided to have a drink together. They **looked for** the nearest bar because Silverfinger was in a hurry.

Silverfinger: How have you been?

Lightfinger: Not bad at all, and you?

Silverfinger: Pretty good. I just **got over** a bad cold.

Lightfinger: I’ve been lucky. No colds this winter. Just a minor gun wound.

Silverfinger: I’ve been looking for a good doctor. Who **looked after** you?

Lightfinger: This marvellous girl that I know. She’s a nurse. I’ve been **going out with** her for a year and she’s literally been a lifesaver. I think I’ll ask her to marry me.

Silverfinger: Mmm. You’re lucky. Say, have you **heard from** Smith?

Lightfinger: Yes, I saw him in the laundromat yesterday as a matter of fact. They fired him, you know. He drank a lot. They couldn’t **count on** him to stay sober in a crisis.

Silverfinger: Well, how is he managing? Has he got another job?

Lightfinger: No. He’s **living on** his unemployment insurance. But his girlfriend’s going to get him a job in her father’s bakery.

Silverfinger: No kidding! I think I’d better find myself a girlfriend in case of an emergency.

PRONUNCIATION EXERCISE — Stress on inseparable phrasal verbs with pronoun objects

For an explanation of inseparable phrasal verbs, see Book I, page 152.

Have each phrase below repeated after you several times. Accentuate the rhythm by beating or clapping. (Columns 1 and 2 have different stress patterns.)

| 1. | 2. |
|----------------|--------------------|
| looked for it | ran into him |
| heard from him | getting over it |
| count on him | looked after it |
| living on it | going out with her |

● **EXERCISE – Inseparable verbs**

Students' books open at Reading, page 44.

In the Reading, Part II, all the inseparable verbs are in bold face type. Answer each question below with one of those inseparable verbs, changing each noun object to a pronoun.

1. Did Silverfinger and Lightfinger know where the nearest bar was?
No, they looked for it.
2. What question did Silverfinger first ask about Smith?
3. Why did the boss fire Smith?
4. What has Smith been doing with his unemployment insurance?
5. Did Silverfinger arrange to meet his old friend?
6. Is Silverfinger still suffering from a bad cold?
7. Did a doctor look after Lightfinger's gun wound?
8. Did Lightfinger just meet his girlfriend recently?

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 44)

PERSONAL EXERCISE

1. Does it take you very long to get over a cold?
2. Who looks after your children while you work?
3. Are you going out with anyone in particular right now?
4. Have you run into anyone that you know from your native country? Where?
5. When you go shopping, do you ever run into anyone you know?

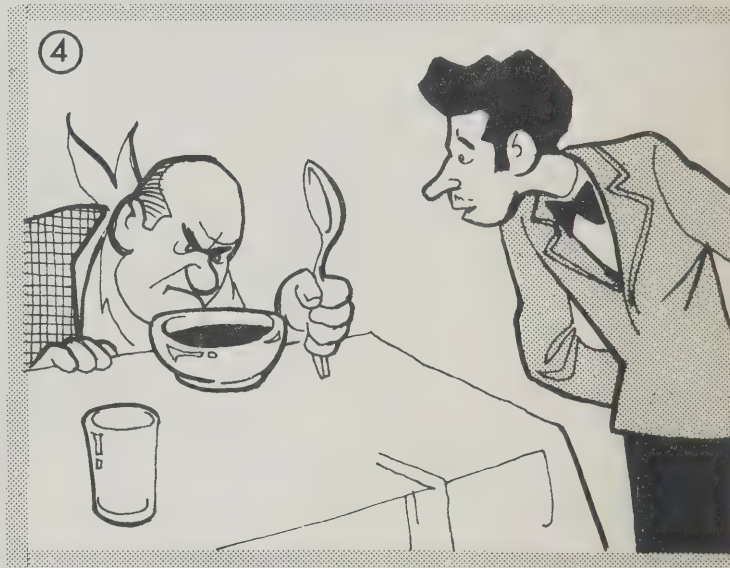
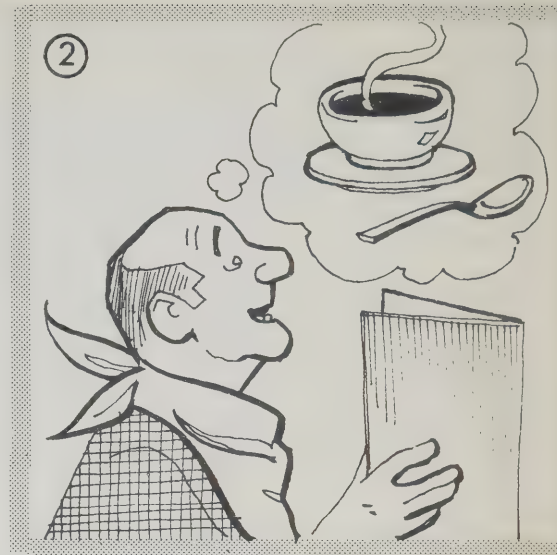
EXERCISE – Separable and inseparable phrasal verbs

Put the following verbs on the blackboard. Students use one of these verbs in each reply.

| | | | |
|---------|------------|-------------|----------|
| wake up | write down | look after | look for |
| put off | pick up | get over | |
| hold up | throw away | go out with | |

1. You are going to a meeting. You have a car. Your friend is going to the same meeting and he doesn't have a car. Offer to do something.
2. Your brother has to be at work at 9 o'clock. It's now 8:45. He's still asleep. What are you going to do?
3. You are giving your friend directions to go somewhere. You have a lot of directions to give. Make a suggestion to your friend.
4. Your friend has hundreds of newspapers in the basement. This isn't safe. Make a suggestion.
5. Your friend has planned to have a party tomorrow. He has a terrible cold. Make a suggestion.
6. It is raining. Your friend has an umbrella but he is using it as a walking stick. Make a suggestion.
7. You haven't seen your friend for a long time. You meet him and he says, "I'm going out with a marvellous girl." Ask him "How long?"
8. Helen lost her watch. She's down on the floor. What's she doing?
9. How's your cold?
10. What do parents have to do until their children are grown up?

Lesson 15



Lesson 15

Would you like me to . . . ?
I complained about . . .
I offered to . . .

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — Soup (Students Book page no. 46)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Waiter:** Would you like to order now, sir?
- ② **Customer:** Yes, I'd like some soup.
- ③ **Customer:** Waiter!
- ④ **Waiter:** Yes, sir.
- ⑤ **Customer:** This soup isn't good enough for a dog!
- ⑥ **Waiter:** I'm sorry, sir. Would you like me to take it back and bring you some that is?

PRONUNCIATION AND STRUCTURE NOTES

- ② Many students drop the /d/ in "I'd like . . ." because they have not heard it.
- ⑥ Spanish students may confuse the flap /t/ in the phrase "that is" with an /r/. See "The Sound System Of English", page 21.
- ⑥ Point out that "that" is not one of the demonstrative pronouns (this, that).

● EXPLANATION

Complaints and Offers

The customer complained about the soup:

It isn't good enough for a dog (to eat).

The waiter offered to bring some better soup:

Would you like me to bring you some soup that is (good enough for a dog to eat)?

"Would you like me to
take this back?"

is a little
more polite than

"Do you want me to
take this back?"

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

1. **Waiter:** Would you like to order now, Sir?
2. **Customer:** Yes, I'd like [].
3. **Customer:** Waiter!
4. **Waiter:** Yes, sir.
5. **Customer:** [].
6. **Waiter:** [].

DRAMATIZATION IN PAIRS

For Procedure, see page 9.

EXERCISE – Complaints and Offers

Explain the meaning of "complain". Then have each person who has just played the role of a customer in the Substitution above tell what he complained about. For example:

I complained about the coffee.

Have each "waiter" tell what he offered to do:

I offered to take back his coffee and bring some better coffee.

WRITTEN EXERCISE

Write the following on the blackboard. Have students copy and complete it.

The other day I was in a restaurant. I complained about the []. I said: "Waiter, []."
The waiter didn't offer to take back the []. He said: "[]."

● KEEP SMILING *(Students Book page no. 46)*

Customer: Waiter!
Waiter: Yes, sir.
Customer: There's a fly in my soup.
Waiter: That's all right. We won't charge you any more money for that.

* * *

Customer: Waiter!
Waiter: Yes, sir.
Customer: There's a fly in my soup.
Waiter: It's O.K. Don't worry. There's a spider on the bread.

* * *

Customer: Waiter!
Waiter: Yes, sir.
Customer: There's a fly in my soup.
Waiter: Don't speak so loudly, sir. Everyone else will want one too.

● **EXERCISE – “Would you like me to . . .?”**
“What time would you like me to . . .?”

Students' books closed. Replace the names below by the names of students in your class.

1. Anna has a baby. She wants to go shopping tomorrow evening. You are not busy tomorrow evening. Offer to babysit for her. You say:

Would you like me to babysit for you? (*Have “Anna” reply.*)

Ask her what time to come. You say:

What time would you like me to come? (*Have “Anna” reply.*)

Keep the rest of the class involved by having them comment on what has just been said. For example: Student: Anna would like Maria to come at . . . o'clock.

2. Jean has an important appointment tomorrow morning. She has no alarm clock. Offer to wake her up.

Ask her what time to call her.

3. Jack is going to paint his apartment tomorrow evening. (You are going to paint your house next month.) Offer to help Jack paint.

Ask him what time to come.

4. Harry is going to buy a car tomorrow evening. He doesn't know very much about cars. Offer to go with him and help him buy a car.

Ask Harry what time to meet him.

5. Peter is coming to get you in his car. He is in a hurry. He won't have time to stop the car, get out, knock on the door and wait for you. Offer to wait outside.

Ask him what time to be outside.

6. Willy wants to rent an apartment. He doesn't know much about Canadian apartments. Tomorrow night he is going to look at an apartment. Offer to go with him.

Ask him what time to meet him.

EXERCISE – Review of “I offered to . . . ”

Teacher: Anna, can you come to my place for coffee tomorrow evening?

Anna: I'd like to, but I'm going shopping.

Teacher: Maria, can you come to my place for coffee tomorrow evening?

Maria: I'd like to, but I offered to babysit for Maria.

Teacher: Jack, can you come for coffee tomorrow evening?

Jack: I'd like to, but I'm painting my apartment tomorrow evening.

Teacher: Bill, can you . . .

Bill: I'd like to, but I offered to help Jack paint.

etc.

Some of the students who feel unhappy about the rejections you're getting might even invite you to join them, using, “Would you like to . . .?” or “Why don't you . . .?”

● **READING – The Tip** (*Students Book page no. 47*)

“Tip” has different meanings in these two sentences.

1. Silverfinger gave the waiter a good tip.
2. I was at the horse races yesterday. Someone there gave me a tip (suggestion, piece of advice). He said, “Bet ‘Fastfoot’ in the 6th race.” The horse won. That was a good tip.

George got a job as a waiter at the Eat-Rite Restaurant last month. It’s not a very good job. George doesn’t get along very well with his boss. He works long hours and gets low wages.

“I’ve got to depend on tips,” he says. “Some people tip well, but most don’t.”

The restaurant is far from George’s home, so he has to get up at 6 a.m. to get to work on time. He doesn’t get through work until 5.30 and he doesn’t get home again until 7 in the evening.

Usually at about 5 in the afternoon, George gets a bit tired and jumpy. He often gets a headache about that time too.

Yesterday, at 5 minutes to 5, a nasty-looking customer came in and sat down at one of George’s tables. Right away he started ordering George around.

“Get me another glass of water,” he said. “This glass is dirty. Get me another cup of coffee. This one is cold.”

When the man finally got up to go, he handed George a 10-cent tip. George handed it right back.

“You wanted to give me a tip, and now I want to give you one,” George said. “Don’t sit at one of my tables again.”

DISCUSSION

1. How much do we tip a waiter in Canada?
2. Is it the same in other countries?
3. Do you like the idea of tipping in restaurants? (washrooms, barber shops, taxis?)
4. Have you ever seen the sign, No Tipping?

● **EXERCISE – “get”**

The verb “get” has many meanings.

1. **obtain** For example:
I got a good tip from Silverfinger.
Where can I get good spaghetti?
Find other examples of this use of “get” in the story.
2. **arrive** For example:
I got to New York at 5 o’clock.
Find other examples in the story.
3. **become** For example:
I get sleepy after midnight.
Find other examples in the story.

“Get” can form part of a phrasal verb. For example:
I get up at 7.

Find other examples in the story.

VOCABULARY

Point out the stress pattern. Also, remind the class that because “ten-cent” is an adjective, it is not pluralized.

I got a $\bar{1}0$ cénts.

- an apartment with two bedrooms.
- a sedan with four doors.
- a loan of a thousand dollars.
- a ruler of six inches.
- a carpet of seventeen feet.
- a book with fifty pages.
- a building with three stories.

I got a $\bar{1}0$ -cent $\acute{t}ip$.

- a two-bedroom apartment.
- a four-door sedan.

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

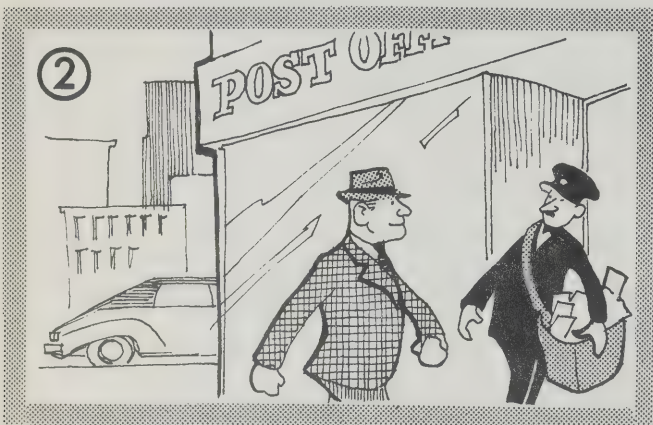
1. Picture ①. The customer's been looking at the menu for a long time. Ask “how long?”
2. Ask “why?”
3. He hasn't been to this restaurant many times. Ask “how many times?”
4. The waiter hasn't been working here very long. Ask “how long?”
5. This is the first job he has had as a waiter. He did something else before he got this job. Ask “what?”
6. Someone he knows owns the restaurant. Ask “who?”
7. The waiter is wearing someone else's uniform. Ask “whose?”
8. Last year the customer had stomach trouble. There were many things he couldn't eat. Ask “what things?”
9. The waiter never smiles. Some of the customers have given him some advice. What have they said?
10. The waiter doesn't smile because he doesn't like the job. Ask “why not?”
11. The customer doesn't know whether to leave the waiter a tip or not. What do you think?

Supplementary Section

EXERCISE — “some that is” “some that are” “one that is”

1. This coffee isn't hot.
I'm sorry, sir. I'll take it back and bring you some that $\acute{i}s$.
2. These eggs aren't hard enough.
I'm sorry, sir. I'll take them back and bring you some that $\acute{a}re$.
3. This egg isn't soft.
I'm sorry, sir. I'll take it back and bring you one that $\acute{i}s$.
4. These potatoes aren't cooked.
5. This bread isn't fresh.
6. This lemonade isn't cold.
7. This chop isn't cooked.
8. These beans aren't cooked.
9. This hamburger isn't done.
10. This meat isn't done.
11. This egg isn't hot.
12. These tomatoes aren't fresh.

Lesson 16



Lesson 16

Time conjunctions — when, as soon as, before, after
“Get” meaning “arrive”

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — Health Insurance (Students Book page no. 50)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① When John arrived in Canada he decided to get government health insurance.
- ② When he had the time he went to the post office.
- ③ “Could I please have an application form for health insurance?” he said.
- ④ “Here you are,” the clerk said.
- ⑤ When John got home, he filled out the form.
- ⑥ As soon as he finished, he mailed it.
- ⑦ It arrived in the insurance office two days later.

PRONUNCIATION NOTES

①, ⑤, ⑥ — Some students will pronounce the “e” in the past tense forms “arrived, filled, mailed”. See “The Sound System Of English”, page 22.

Watch that students stress compound nouns correctly. See Lesson 1, page 2.

● EXPLANATION — “when”

“When” can be a question word or a conjunction. In this sentence it is a **question word**:

When did John decide to get health insurance?

In the following sentence, “when” is a **conjunction**:

Main Clause

Time Clause

John decided to get health insurance

when he arrived in Canada.

Common Error: John decided to get health insurance ~~when~~^{he} arrived in Canada.

● **EXPLANATION** – “when” and “as soon as”

“When” means “at the same time that (simultaneous with)”:

1. When John had the time, he went to the post office.
2. When I was a child, I spoke Spanish.

or it means “immediately following”:

3. When John arrived in Canada, he decided to get health insurance.
4. When I left my job, I found a better job.
5. When John got home, he filled out the application forms.

“As soon as” means “immediately following”. It emphasizes that no time was lost:

6. As soon as John filled out the forms, he mailed them to the office.

PRONUNCIATION EXERCISE – Separable phrasal verbs with pronoun objects

- | | |
|---|---|
| 1. John filled out an application form. He filled it out. | 4. He wrote down his name. |
| 2. He filled out the application forms. He filled them out. | 5. He picked up his friend. |
| 3. He filled out some of the application forms. He filled some out. | 6. He carried out the boss' instructions: |
| | 7. He put on his new suit. |
| | 8. He put on his new shoes. |
| | 9. He threw away some of his old clothes. |
| | 10. He put on some hair lotion. |
| | 11. He put off studying English. |

● **EXERCISE** – Conjunctions

Students' books closed.

Answer in complete sentences.

Then reverse the clauses in each answer.

1. When did John decide to get government health insurance?
 - a. **He decided to get government health insurance when he arrived in Canada.**
 - b. **When he arrived in Canada he decided to get government health insurance.**
2. When did John go to the post office?
3. When did John fill out the application forms?
4. When did John mail the application forms?

PERSONAL EXERCISE – Before/after/as soon as/when I came to Canada
– Extension of vocabulary and structures

1. What ideas did you have about Canada before you came? What did you find after you came?
For example:

Student: **Before I came I thought that everybody could speak French and English, but after I came I found that this was not true.**

2. What did the immigration officials, or your friends back home, tell you to do as soon as you got here? For example:

Student: **They told me to get health insurance as soon as I got here.**

3. Make a sentence beginning, "When I arrived . . ." For example:

Student 1: **When I arrived I was hungry.**

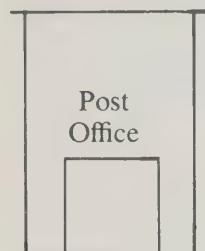
Student 2: **When I arrived my cousin was waiting to meet me.**

Student 3: **When I arrived I went to the restaurant and ordered a hamburger.**

WRITTEN EXERCISE

Students write two or three sentences for nos. 1, 2 and 3 above.

● EXPLANATION — "to go home" vs. "to get home"



To go home

6 p.m.
John **went** home.
(He left the post office.)



To get home

6:15 p.m.
John **got** home.
(He arrived home.)

EXERCISE — "get" meaning "arrive"

Present the Explanation above. (Students Book page no. 51)

Students ask and answer:

Student 1: **What time did you leave school yesterday?**

Student 2: **I left at . . .**

Student 1: **What time did you get home?**

Student 2: **I got home at . . .**

Have a third student comment in each case:

Student 3: **It takes him . . . to get home.**

● READING — The Ontario Health Insurance Plan (Students Book page no. 51)

It is extremely important to have Ontario Health Insurance. Application forms are available at any chartered bank. If it is impossible for you to pay the premium you can get premium assistance from the government. Application forms for premium assistance are available, on request, from the Ontario Health Insurance Plan district office.

Immigrants should apply for coverage as soon as they arrive in Ontario. If a **landed immigrant** applies **within three months** of his arrival, coverage will begin on the first day of the month following the receipt of his application and payment. Let us say a landed immigrant arrives in January and immediately mails an application form and payment. Coverage will begin on the first of February.

If he doesn't apply within three months, he will have a three-month waiting period. For example, if he arrives in January and applies in May, coverage will begin on the first of August.

Someone who is not yet a landed immigrant but who has applied to become one should also apply for health insurance immediately. He will fill in two dates on the application form — the date of his arrival in Canada and the date of his application for landed status. The government will give individual consideration to each application. Some applicants will have a waiting period of three months before coverage begins. Some applicants will not have to wait. The government tells you if you have to wait or not. If you have to wait you can get private insurance to cover you for the three months. Visitors and transients cannot get OHIP. They must get private coverage.

When you make your first appointment with the doctor, ask him if he belongs to OHIP. If he does, you will have nothing to pay or do. The doctor will send his bill directly to the government and the government will pay him. He will receive 90 per cent of a minimum fee. This minimum fee is set by the Ontario Medical Association.

If the doctor does not belong to the plan, there will be a sign in his office which says so. The doctor can charge more than 90 per cent of the minimum fee if he wishes. He can even charge more than 100 per cent of the fee. OHIP will pay you (or the doctor) the 90 per cent but you will have to pay the difference. Let us say that Dr. Smith charges \$20 for an examination and OHIP pays only \$15. You will have to pay the difference of \$5 out of your own pocket. Before your first visit, ask the doctor or his nurse how much you will have to pay.

If you don't have a doctor, you can call the nearest hospital and ask for the name of a doctor in your area.

● **COMPREHENSION QUESTIONS** (*Students Book page no. 52*)

Circle the correct statement:

1. Premium assistance is available to
 - a. everyone.
 - b. people under 18.
 - ☒ c. people who can't pay the premium.
2. John is a landed immigrant. He arrived on June 10 and sent in an application form and payment two days later. Coverage began
 - a. July 1.
 - b. July 12.
 - c. September 1.
3. Bill is not a landed immigrant yet but he wants to be one. He arrived in February and applied for government insurance right away. Coverage will begin
 - a. immediately.
 - b. in three months.
 - c. immediately or in three months.

4. a. All doctors belong to the government plan.
b. Some doctors belong to the plan.
5. If your doctor belongs to the plan
a. you pay him a small amount.
b. you pay him nothing.
c. you pay him the minimum fee.
6. A doctor who belongs to the plan gets paid
a. after you send his bill to the OHIP office.
b. after he sends his bill to the OHIP office.
7. Doctors who don't belong to the plan
a. have to charge only 90 per cent of the minimum fee set by the Ontario Medical Association.
b. have to charge more than 90 per cent.
c. can charge more than 90 per cent if they wish.
8. Doctors who don't belong to the plan
a. will tell you their fee if you ask.
b. will tell you their fee even if you don't ask.
c. won't tell you their fee.

DISCUSSION

1. What services does OHIP cover?
2. Is there government health insurance in your native country?
3. What services does it cover?
4. How soon after you apply does the insurance become effective?

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page 7.

1. Picture ① . John is getting off the plane. He is thinking about something. Ask "what?"
2. Picture ② . The postman has had his job for a long time. Ask "how long?"
3. Picture ③ . Which man is the clerk?
4. Which man is John?
5. The clerk has been working in this post office for a long time. Ask "how long?"
6. The clerk works very hard. Ask whether he gets very tired at the end of the day.

Alternative Section

EXERCISE — "as soon as"

1. John mailed his application right away.
He mailed it as soon as he filled it out.
2. Horses can walk right away.
Horses can walk as soon as they are born.
3. Chicks walk right away.
4. A good car starts right away.
5. Last night I fell asleep right away.
6. This morning I got out of bed right away.
7. John jumped out of bed right away this morning.

8. Today I started the class right away.
9. The ambulance comes right away.
10. In some restaurants the waitress comes over right away.

Can you think of some things that **don't** happen right away?

PERSONAL EXERCISE – Questions with “when”

Students ask one another personal questions with “when”. For example:

Student 1: When did you learn to drive?

Student 2: When I was 16.

Student 3: He learned to drive when he was 16.

Encourage Student 2 to tell more about his learning to drive.

When did you finish school in your country?

When did you get married?

When did you get your wisdom teeth?

When did you learn to walk?

EXERCISE – Review of “get” meaning “become”

Students use one of the following conjunctions in each answer:

when

as soon as

after

1. The story says that Silverfinger never gets nervous. He did get nervous once. He went into a king's palace and the king pointed a gun at him. Silverfinger wasn't nervous before the king took out a gun. When did he get nervous?
He got nervous as soon as the king took out a gun.
2. Silverfinger went to a restaurant to eat. He wasn't sick before he ate.
He got sick as soon as/when/10 minutes after he ate.
3. Silverfinger drank while he was eating. Silverfinger wasn't drunk before he went into the restaurant. When did he get drunk?
4. Silverfinger wasn't warm before he started to play golf. (Picture ②). When did he get warm?
5. Silverfinger went to the River Restaurant every day for a long time. (Picture ③). The waiter wasn't rich before Silverfinger started to eat there. When did he get rich?
6. Silverfinger went to visit his girlfriend. She wasn't sleepy before he started to talk. When did she get sleepy?
7. Silverfinger smashed into a truck. (picture ①). The truck driver wasn't angry before that. When did he get angry?
8. Silverfinger wasn't fat before he moved into a room above the bakery. When did he get fat?

RECALL DIALOGUE

For Procedure, see page 58.

*Student 1: When did Silverfinger **get nervous**?*

Student 2: As soon as the king pointed a gun at him.

SUBSTITUTIONS

Students recall items from the Exercise above. If necessary, put cue words on the blackboard. (sick, drunk, etc.)

Lesson 17

Time conjunctions with future actions
Complex sentences with three clauses

REVIEW

Students recall Introduction in Lesson 16 — Health Insurance.

● EXPLANATION

Notice the verb form that is used in the time clause:

| Main Clause | | Time Clause |
|------------------------------|------------|-------------------------------|
| He's going to look for a job | as soon as | he knows some English. |
| | when | he knows some English. |
| | after | he knows some English. |

Common Error: He's going to look for a job when he ^{knows}~~will know~~ some English.

● EXERCISE — “as soon as” with promises

1. Your wife says: “Please mail the health insurance forms.” You are going to get dressed soon. Make her a promise.
I'll mail the health insurance forms as soon as I get dressed.

Teacher: When is Student 1 going to mail the forms?

Student 2: As soon as he gets dressed.

2. You are going on a trip. Your friend says: “Please send me a postcard.” Make her a promise.
I'll send you a postcard as soon as I arrive.

Teacher: When is Student 3 going to send his friend a postcard?

Student 4: As soon as he arrives.

3. Your girlfriend says: “Please marry me.” But you have no money. Make her a promise.
4. You are leaving your friend's house. He is worried because you are going to drive on an icy road. He wants you to telephone him when you get home. Make him a promise.
5. Your wife wants you to take out the garbage but it is raining. Make her a promise.
6. Your wife wants to buy a new dress. She says: “Please give me some money.” You are going to get paid soon. Make her a promise.
7. Your friend says: “Please write down your address.” But you can't find your glasses. Make him a promise.

● EXERCISE — “before” and “after” with future actions

Students' books open at page no. 53.

Joe is going on a holiday. He has a lot of things to do and he has made out a schedule. Here are all the things he is going to do today, in the order that he is going to do them:

- phone the airlines and make a plane reservation.
- make a hotel reservation.

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- shop for a suitcase.
- pick up his airplane tickets.
- pack his suitcase.
- pick up his clothes at the cleaners.
- buy toothpaste, soap and shaving lotion.
- get a shoeshine.
- put on his new suit.
- wash his car.

1. When is Joe going to make a hotel reservation?
He's going to make a hotel reservation after he phones the airlines and before he shops for a suitcase.
2. When is he going to shop for a suitcase?
3. When is he going to pick up his airplane tickets?
4. When is he going to pack his suitcase?

WRITTEN EXERCISE

Students write the answers to the above exercise.

● EXERCISE — Review of “shouldn’t”

Joe's wife looked at Joe's schedule. She said:

You shouldn't make your plane reservation before you make a hotel reservation because the hotels might all be full.

What else did she say he shouldn't do and why?

FREE RESPONSE EXERCISE — Time conjunctions

Put the following on the blackboard:

The Trouble with Men/Women:

- when
- as soon as
- before
- after
- whenever (every time)

Ask the class to tell you “the trouble with men/women”. Put some examples on the blackboard:

Student 1: After they marry you they are different.

Student 2: Whenever they see a beautiful woman they look at her.

Students make more sentences in the same pattern as those above, using any of the above conjunctions or any others they know. In this type of exercise it is sometimes a good idea to give the class time for each person to write a sentence at his desk. In this way everyone can be involved and not simply those students who come up with ready comments. After you've given the class a few minutes, have each person read his sentence aloud. Make any necessary corrections and put the sentences on the blackboard. Allow time at the end for students to copy what they wish.

● **READING – Some Health Services in Ontario** (*Students' book page no. 54*)

A. Hospitals

1. **Emergency Departments**

Most hospitals have an emergency department where you can go in case of sudden illness or injury. Some conditions can be treated right away. Some conditions require longer treatment (pneumonia, for example) and you will be admitted to the hospital.

2. **Admission**

Except in case of emergency you can be admitted to a hospital only under doctor's orders. In most areas there is a shortage of hospital space and you often have to wait for admittance.

3. **Costs**

OHIP covers the cost of hospital care.

4. **Out-patient Departments**

Many hospitals have an out-patient department with a number of clinics such as the eye clinic, the ear, nose and throat clinic, and the cardiac clinic. If you don't have a doctor of your own, call the out-patient department of a hospital near your home for an appointment.

B. Clinics

Many hospitals and social service agencies operate clinics. The clinic fee is small. When necessary the services are free of charge. For information call the Municipal Department of Public Health in your area.

1. **Pre-Natal Clinics**

Here women are given pre-natal and post-natal advice and care.

2. **Diagnostic Clinics**

Some clinics diagnose diseases such as tuberculosis and diabetes. If you have the disease, they send you somewhere else for treatment, to your doctor for example.

C. Health Services for Children

Some towns and cities have health centres which give free advice for children. They also give free inoculations and vaccinations to children and adults.

Some school boards have clinics in the schools where doctors and dentists examine the children periodically. They tell the parents when treatment is necessary.

For treatment you must go to your own physician, dentist or a hospital. In many schools there is a school nurse.

For information about health services for children call your doctor, the nearest hospital or the Municipal Office. (Ask for the Municipal Health Officer).

D. Public Health Nurses

Public health nurses visit the home and make arrangements for nursing care. They also give pre-natal and post-natal advice. If you need the services of a public health nurse, call the Municipal Department of Public Health in your area. If you are leaving the hospital and need further care, speak to the Head Nurse.

E. Dentists

There is **no** government dental plan. You have to pay your dentist directly.

University faculties of dentistry have clinics which charge low fees. However, these clinics can only take a very small number of patients.

● **EXPLANATION** (*Students Book page no. 55*)

| | | |
|--|---|---|
| <p>"If" can be a conjunction. It joins two clauses.</p> | | |
| <p>Clause 1</p> <p>If you have the disease</p> | <p>Clause 2</p> <p>the clinic sends you somewhere else for treatment.</p> | |
| <p>"And" is a conjunction. It sometimes joins two clauses.</p> | | |
| <p>Clause 1</p> <p>Most clinics are diagnostic</p> | <p>and</p> | <p>Clause 2</p> <p>the clinic sends you somewhere else for treatment.</p> |
| <p>Two conjunctions join three clauses.</p> | | |
| <p>Clause 1</p> <p>Most clinics are diagnostic</p> | <p>Clause 2</p> <p>and if you have the disease</p> | <p>Clause 3</p> <p>the clinic sends you somewhere else for treatment.</p> |

● **EXERCISE – Three-clause sentences** (*Students Book page no. 55*)

Join each group of three sentences. Omit the words in brackets.

- Some clinics are diagnostic only. Sentence 1
 (Sometimes) you have the disease. Sentence 2
 (Then) they send you somewhere else for treatment. Sentence 3

Some clinics are diagnostic only and if you have the disease they send you somewhere else for treatment.

- I usually go to bed at 11 p.m.
 (Sometimes) the late movie is good.
 (Then) I stay up much later.

I usually go to bed at 11 p.m. but if the late movie is good I stay up much later.

- The clinic fee is small.
 (Sometimes) the patient can't pay.
 (Then) the services are free of charge.
- The emergency department treats sudden illnesses and injuries.
 (Sometimes) you need longer treatment.
 (Then) you will be admitted to the hospital.
- I have a very good English grammar at home.
 (Maybe) you can use it.
 (Then) I'll lend it to you for a few weeks.

- Bob goes right into stores to ask for work.
 (Often) there is no job available.
 (Then) he asks the owner to suggest another place.

Supplementary Section

● **“What’s Wrong?” EXERCISE – “when” vs. “as soon as”**

(Students’ books open at page no. 56)

Which sentences are incorrect? Make corrections.

1. As soon as I met my husband he was young, strong and handsome.
2. As soon as I came to Canada I found a job.
3. As soon as I came to Canada I didn’t know any English.
4. As soon as the lion saw me he ran.
5. When the lion saw me he ran.
6. After the lion saw me he ran.
7. After I finished work I went to a movie.

● **WRITTEN EXERCISE – Conjunctions** *(Students Book page no. 56)*

Join each group of sentences to make one sentence. Choose from the following conjunctions:

and
but

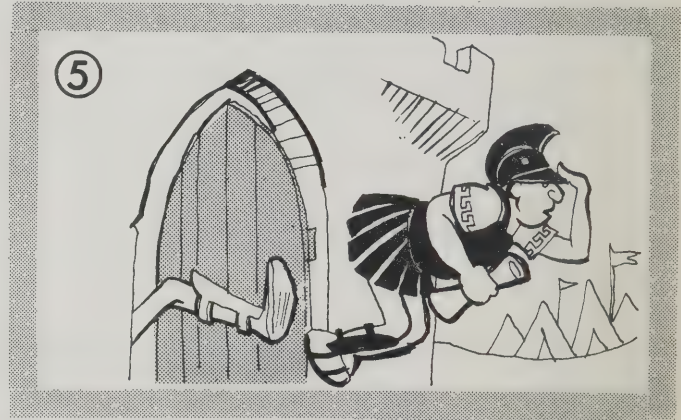
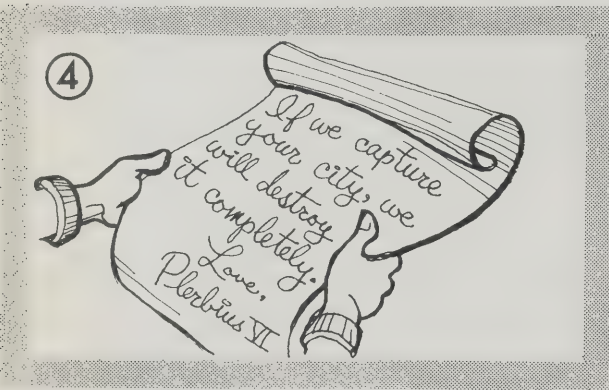
when
as soon as

before
after

1. Example:
I was very tired.
I got home.
I began to study.

I was very tired but as soon as I got home I began to study.
2. I went home.
I found John’s telephone number.
I called him.
3. I went to school.
I got there.
I couldn’t find the teacher or the students.
4. I got on the streetcar.
I went to pay the conductor.
I found that I had no money.
5. There was a knock at the door.
I opened the door.
The person ran away.

Lesson 18



Lesson 18

Conditional “if” “if” vs. “when”

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – The Spartans (*Students Book page no. 58*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① The Spartans didn't have to speak much. They were able to say a lot in a few words.
- ② Once they were attacked by enemy soldiers.
- ③ The enemies sent a note to the Spartan king.
- ④ The note said: “If we capture your city, we will destroy it completely.”
- ⑤ The king sent back a note with one word on it.
- ⑥ That word was “if”.

● EXPLANATION

The following sentences show possibility:

Perhaps } we will capture your city.
Maybe }
If we capture it, we will destroy it completely.

The following sentences show certainty:

We are **certain** we will capture your city.
When we capture it, we will destroy it completely.

Common Error: If we ~~will~~ capture your city, we will destroy it.

● EXERCISE – “if”

Students' books closed.

George is a worrier. He worries about everything. He always expects the worst to happen. He is going to France by plane.

Fortunately George is travelling with Henry. Henry never worries, and he has an answer for all of George's worries.

1. George is worried he will miss the plane. He says:
What will I do if I miss my plane?
(What if I miss the plane?)

Henry says:

Don't worry. If you miss your plane, you can get another one in an hour.

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2. George has heard that sometimes a wing falls off. He says:
What will I do if a wing falls off?
Henry says:
Don't worry. If a wing falls off, the pilot will make a crash landing.
3. George has heard about pickpockets who steal money from tourists. What does George say?
What does Henry say?
4. George is afraid someone will steal his return ticket. What does he say?
What does Henry say?
5. George is worried he won't find a hotel. What does he say?
What does Henry say?
6. George is worried the restaurants will be expensive. What does he say?
What does Henry say?
7. George is worried the weather won't be good. What does he say?
What does Henry say?

Ask the class to suggest other exchanges between George and Henry.

WRITTEN EXERCISE

Students write answers to the above exercise. (Students Book page no. 58)

● EXERCISE — “if” vs. “when”

Students' books closed.

Use “if” or “when”:

1. You are going to Spain. Your friend has a sister in Spain. You will call her.
I'll call his sister when I go to Spain.
2. You are going to Europe and possibly to Spain. In that case you will call your friend's sister.
I'll call his sister if I go to Spain.
3. Your friend is arriving from Vancouver. You'll be at the train station to meet him.
4. It is possible that the boss will offer you a promotion. In that case you'll take the job.
5. Rents are going up. Perhaps your landlord will raise the rents. In that case you will look for another room.
6. You are having a surprise birthday party for your friend. He will open the door. At that moment all the guests will sing Happy Birthday.
7. You are going to get paid on Friday. Then you'll pay back the \$10 you owe Bill.
8. Perhaps you will find a better job. In that case you'll leave the job that you have now.
9. You are expecting a package from a friend. You will write him to tell him that you have received it.

DIALOGUE — “if” vs. “when”

For Procedure, see page 58.

Mary is an optimist. She always feels sure about things. She always uses “when”. Her friend is a realist. She uses “if”.

Optimist: **When I lose some weight I'm going to buy a new dress.**

Realist: You mean, if you lose some weight.

Optimist: Why (do you say) “if”?

Realist: Well, you eat a lot.

SUBSTITUTIONS

When I get married I'm going to stay at home.

When I find a cheap apartment I'm going to live by myself.

When Henry lends me some money I'm going to buy a car.

When I learn to speak English without mistakes I'm going to stop school.

● **READING – Women and the Professions** (*Students Book page no. 59*)

Why are there so few women lawyers, doctors, engineers and architects in Canada?

Not because women are less intelligent or less hard-working than men.

Rather, it is because, for years, people have discouraged women from entering these professions. Family, friends, even guidance counsellors at school, have told women not to enter “male” professions.

“Medicine is a long course,” they say. “You’ll probably be married by the time you finish. Then you’ll have children and give everything up. Your education will be a waste.”

Or they say: “Architecture is not for women. Architects often have to give orders to men working on construction. What man is going to take orders from a woman?”

If a woman goes ahead and takes one of these courses, she often finds a lot of discrimination when she graduates and enters the profession.

One young woman lawyer put it this way:

“If a man stands up at a meeting and shouts his head off, people say: ‘Boy, that guy is really serious about the job.’ If a woman shouts, they say: ‘She takes everything too personally’.

“If a man tells his secretaries to work harder, people say he’s a good manager. If a woman complains to her secretaries, they say: ‘Oh boy, she’s having trouble with her boyfriend’.

“I tell girls to go ahead and go into law if they really want to and if they’re willing to work twice as hard as men. They have to be willing to live with a first-class brain and a second-class job.”

● **KEEP SMILING** (*Students Book page no. 60*)

A man was walking in the rain.
He was walking very slowly.
His friend met him and said,
“Why are you walking so slowly?
It’s raining!”

The man replied, “And if I walk
faster, will it stop raining?”

EXERCISE – “if”

You might want to extend the idea and the pattern that has been introduced in this reading:

If a man . . . , people say But if a woman . . . , people say

LESSON 18

● EXERCISE — Complex sentences (*Students Book page no. 60*) Review of “even though”

Part I — Written — Answer in complete sentences:

1. Are there a lot of women or few women in professions such as engineering and architecture?
2. How do women compare with men in intelligence?
3. Which people discourage women from entering the so-called “male” professions?
4. According to one young woman lawyer, do women often get first-class jobs?
5. Do women work as hard as men or not?

Part II — Oral

- a. Join answers 1 and 2 with “even though”.
- b. Join answers 4 and 5 with “even though”.

● VOCABULARY — Professions

Students' books closed. Build up the following charts on the blackboard.

| | Profession | | Person |
|-----------------|--------------|------------------|------------------------|
| He's going into | teaching | He wants to be a | teacher |
| | law | | lawyer |
| | medicine | | doctor |
| | architecture | | architect |
| | engineering | | engineer |
| | nursing | | nurse |
| | social work | | social worker |
| | dentistry | | dentist |
| | chemistry | | chemist |
| | pharmacy | | pharmacist or druggist |
| | science | | scientist |
| | psychiatry | | psychiatrist |

Lesson 19

be able to

REVIEW

Students recall the Introduction in Lesson 18 — The Spartans

LISTENING EXERCISE — Review of “He told him to . . .”

“He told him not to . . .”

— Review of “He told him how to/where to/whether to . . .”

Before you begin, put the new vocabulary on the blackboard. Read the following passage aloud twice. Students listen carefully, and then answer the teacher's question at the end.

When the enemy king sent the note to the Spartan king he told the messenger a lot of things. Listen to all the things he told him:

Take this message to the Spartan king.

Don't walk. Run.

Don't go on the main road. Take the back road.

Don't stop on the way.

Don't talk to anybody on the way.

Don't enter the camp during the day. Enter at night.

Enter by the back wall. Don't enter by the front wall.

Give the message to the Spartan king. Don't give it to anybody else.

Get an answer from the king. Don't leave without an answer.

What did the king tell the messenger? Answer in two ways:

Student 1: The king told the messenger to run.

(In other words), he told him how to go.

Student 2: He told him to take the back road.

He told him not to take the main road.

(In other words), he told him

| | |
|---|---------------------|
| { | how to go. |
| | which way to go. |
| | which road to take. |

● EXPLANATION

Sometimes “can” and “will be able to” are interchangeable:

King: Can you take this message now?

Messenger: No, but I'll be able to take it tomorrow.

or — No, but I can take it tomorrow.

In some cases, we use only “will be able to”:

My baby is two months old now. When he is six months old he'll be able to sit up.

● EXERCISE — “will be able to”

1. The enemy king's advisor knew it was a long way for the messenger to run to the Spartan camp. He said to the king:

I don't think he will be able to run all the way.

2. The advisor knew that the back road was very hard to find. What did he say to the king?
3. The advisor knew there were no lights in the Spartan camp and it was hard to see at night. What did he say to the king?
4. The advisor knew the back wall was very high. What did he say to the king?
5. The advisor knew the Spartan king didn't like to receive messages. What did he say to the king?
6. The advisor knew the king didn't like to answer messages. What did he say to the king?

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 61)

RECALL DIALOGUE — “Were you able to . . . ?”

“I didn't think I would be able to . . . ”

When the messenger came back, the king asked him about his trip.

King: Were you able to **run all the way**?

Messenger: Yes. I didn't think I would be able to because **it was a long way**, but I was.

SUBSTITUTIONS

Students use items that they recall from the above Exercise. Give cue words if necessary.

Note: For the contrast between “was able to” and “could”, see the Structure Note in the Alternative Section.

● READING *(Students Book page no. 61)*

Pierre is a 30-year-old bachelor. Many of his friends envy him because he knows how to enjoy himself. He works just a few months a year. “I don't worry about the future,” he says. “I just earn what I need for the year and then I quit.”

He takes off for long vacations whenever he wants to. He spends all his money on travel and cars. He goes out almost every night of the week — usually with a different woman each time.

When he's not working he sleeps until noon. Then he listens to music, at top volume, until he feels like going out.

Yesterday he called his friend Bill. “I'm thinking of getting married,” Pierre said.

“You'll have to give up a lot if you get married,” said Bill. “You won't be able to work just a few months a year. You'll have to worry about the future.”

● EXERCISE — “won't be able to” “will have to”

1. What else won't Pierre be able to do if he gets married?
2. What else will he have to do if he gets married?

VOCABULARY EXERCISE — “give up”

Make more sentences in this pattern:

Maybe he'll have to give up going out every night.

Maybe he'll have to give up sleeping until noon.

PREPOSITION EXERCISE

You might put the above reading on a stencil, leaving blanks for the prepositions. Students fill in the blanks.

Alternative Section

EXERCISE — “was able to”

— Review of “didn't have to”

1. Theresa is married to a very talented and popular man. George, her husband, is able to do a lot of things. For example, when she came to Canada she didn't know any English but she didn't have to go to school.

She didn't have to go to school to learn English because George was able to teach her.

2. They had a small fire in the kitchen last month. She didn't have to call the fire department.

She didn't have to call the fire department because George was able to put the fire out.

3. The television broke down last night but she didn't have to call a repairman. Why not?
4. When she got a letter in Spanish at the office she didn't have to get someone to translate it. Why not?
5. George has a lot of friends in New York. When they went to New York for a visit they didn't have to stay in a hotel. Why not?
6. Last week the pipes burst. Theresa didn't have to call the plumber. Why not?
7. When Theresa's sister got married she didn't have to buy a wedding dress. Why not?
8. Theresa's sister didn't have to buy a wedding cake. Why not?

STRUCTURE NOTE

“Was able to” and “could” are sometimes interchangeable:

The Spartans were able to
could } say a lot in a few words.

In the preceding exercise, however, only “was able to” is correct since the situations involve an ability at a **specific** time in the past.

Compare: George was able to bake the wedding cake. (specific instance)

George ^{could}
was able to } bake. (past ability — no specific time mentioned.)

Since “was able to” is always correct it was thought unnecessary at this stage to include an exercise contrasting “was able to” and “could”. In the case of the negative there is no difference. “Wasn't able to” and “couldn't” are interchangeable.

EXERCISE — “will be able to”

The Jacksons have just had a baby. Mr. Jackson is very tired because the baby cries every night. “Is that all babies do,” he says, “cry?” Mrs. Jackson is more cheerful about it. “All he can do now is cry, but when he’s one month old, he’ll be able to smile.”

1. What will he be able to do when he’s about six months old?
He’ll be able to sit up by himself.
2. What will he be able to do when he’s about seven months old?
3. What will he be able to do when he’s about a year old?
4. What will he be able to do when he’s two years old?
5. What will he be able to do when he’s six years old?
6. What will he be able to do when he’s 16 years old?
7. What will he be able to do when he’s 18 years old?

EXERCISE — “will be able to”

1. Joe is taking an auto mechanics course. He is learning about cars. What will he be able to do to his car when he finishes?
He’ll be able to repair it.
2. Anna is going to get a new pair of reading glasses.
Then she’ll be able to read.
3. Roberto has some clothes that are too small on him. He can’t wear them. He bought them when he weighed 10 pounds less. He’s going to lose 10 pounds.
4. Henry will be back from Spain in a year. (*Get several answers for this, some with “maybe”.*)
5. Morris is going to start his vacation next week.
6. Armando is going to move into an apartment near where he works.
7. Pierre is going to become a citizen next year.

PERSONAL EXERCISE — “if”

— “will be able to, will have to,” etc.

The following is an example of the type of exercise you can make up, using information that you have about your students:

1. Bill is thinking of getting a car. What will happen if he does?
If he gets a car, he’ll be able to drive to work.
he’ll have to look for a parking spot.
2. John, perhaps your wife won’t feel like cooking supper. What will you do in that case?
If my wife doesn’t feel like cooking tonight, I’ll make supper.

Lesson 20

The passive voice with past and future actions

REVIEW

Briefly review a few earlier Introductions.

● EXPLANATION *(Students Book page no. 62)*

The following sentence is in the active voice. The **actor** (enemy soldiers) comes **before** the verb, i.e., the actor is the subject of the sentence:

Enemy soldiers attacked the Spartans.

The following sentence is in the passive voice. The **actor** comes **after** the verb. The actor is **not** the subject of the sentence:

The Spartans were attacked by enemy troops.

For the passive voice we use the verb “to be” and the past participle:

| | | | |
|---------------|----------------|------------------|--------------------|
| The Spartans | were | attacked | by enemy soldiers. |
| The messenger | was | seen | by the enemy. |
| Your city | will be | destroyed | by the enemy. |

In some cases we use either the passive voice or the active voice, as in the sentences above. Sometimes we prefer the passive voice because we do not know who the actor is, or because the actor is not important.

Last night the city **was attacked**.

● EXERCISE — Passive voice with past actions

Students' books closed.

When the enemy king received the note, “If”, he sent back a third note with his messenger. But this time the messenger had a bad time along the way. A lot of unpleasant things happened to him.

Change each sentence from the active voice to the passive voice:

1. People saw the messenger leaving the enemy camp.
The messenger was seen leaving the enemy camp.
2. They followed him.
He was followed.
3. They stopped him.
4. They forced him to give them the note.
5. They destroyed the note.
6. They told him to go back.
7. When he refused they took him to a secret hiding-place.
8. They kept him there all night.
9. They gave him some water but no food.
10. In the morning they released him.

11. They put a mask over his eyes.
12. They took him back to the same road.
13. They left him there.

RECALL EXERCISE

Have students recall all the things that happened to the messenger. For example:

He was seen leaving the enemy camp.

He was followed.

As they do, list the verbs on the blackboard in preparation for the exercise below (seen, followed, etc.)

EXERCISE — Questions in passive voice

Leave the above list of verbs on the blackboard.

Then make a list of question words (how, where, when, why, etc.).

Have students ask and answer questions such as the following:

Where was the messenger stopped?

Why was the note destroyed?

Note: "Who saw him?" and "Who followed him?" seem more natural than their passive counterparts. For this reason you might omit "who" from your list of question words.

● EXERCISE — Passive voice with future actions (predictions)

Students' books closed.

When all these terrible things happened to the messenger, he was not nervous at all. He knew that all these things would happen to him. Before he went to work he visited a wise old man. This old man could predict the future. He said:

1. When you go to work today somebody will see you leaving the camp.
You will be seen leaving the camp.
2. They will follow you.
You will be followed.
3. They will stop you.
4. They will force you to give them the note.
5. They will destroy the note.
6. They will tell you to go back.
7. When you refuse they will take you to a secret hiding-place.
8. They will keep you there all night.
9. They will give you some water but no food.
10. In the morning they will release you.
11. They will put a mask over your eyes.
12. They will take you back to the same road.
13. They will leave you there.

WRITTEN EXERCISE

Students write answers to the above exercise. (Students Book page no. 63)

● **EXERCISE — “have to be able to”**

Students' books open at page no. 63.

After all this trouble, the messenger quit his job. He looked for another job in the newspaper advertisements.

HELP WANTED

Messenger, able to run fast, English not necessary.

When the messenger looked at the above advertisement, he said to himself:

You have to be able to run fast.

You don't have to be able to speak English.

Look at each advertisement below. What do you have to be able to do? What don't you have to be able to do?

1. Housekeeper, for Spartan palace, able to supervise kitchen staff, cooking not necessary.

2. King, for Sparta, able to make decisions quickly, able to say a lot in a few words.

3. Hairdresser, for Spartan queen, able to work quickly, haircutting not necessary.

4. Guard, for Spartan wall, able to work long hours.

5. Maid, for Spartan queen, experience not necessary.

Ask students to think of more requirements for a messenger or king.

● **READING — The Ontario Human Rights Code** (*Students Book page no. 64*)

John P. applied for a job as a mechanic but he didn't get it. He felt he was refused the job only because of his colour; he felt that the employer discriminated against him.

The next day John telephoned the Human Rights Commission of the Ontario Department of Labour to complain about this discrimination. The Human Rights Commission investigates all such complaints.

In Ontario there are laws against discrimination. These laws are part of the Ontario Human Rights Code.

This code states that an employer must not discriminate against any person because of his colour, race, creed, nationality, ancestry or place of origin. The employer is not permitted to ask questions about any of these matters in a job interview or on an application form.

Housekeepers, babysitters and other domestic workers are not protected by this law. Applicants for jobs in non-profit, charitable, religious, educational or social organizations are also not protected by this law.

The Human Rights Code also states that a landlord cannot refuse to rent or

LESSON 20

sell a commercial unit (e.g. store, office) or self-contained living unit (e.g. apartment, house) to someone because of his race, creed, colour, nationality, ancestry or place of origin.

The Age Discrimination Act states that no one under 65 can be refused a job because of his age.

Copies of the following are available free of charge from the Human Rights Commission, Ontario Department of Labour.

1. *The Ontario Human Rights Code, 1961-62. Statutes of Ontario. Chapter 93. 1969.*
2. *Case Studies and Community Action Programs under the Ontario Human Rights Code and the Age Discrimination Act.*
3. *Guide for Employers regarding Employment Application Forms and Interviews under the Ontario Human Rights Code.*

● EXERCISE (Students Book page no. 64)

George had a job interview last week. The employer asked him a number of questions. Check which are lawful and which unlawful.

| | Lawful ✓ | Unlawful |
|--|-------------|----------|
| 1. How long have you lived in Toronto? | | |
| 2. Where were you born? | | |
| 3. Where were your parents born? | | |
| 4. What's your religion? | | |
| 5. Do you speak Greek (Italian) or (Spanish)? etc. | | |
| 6. What's your native language? | | |
| 7. How many years did you attend school? | | |
| 8. What was the religious affiliation of the school? | | |

Alternative Section

EXERCISE — Passive voice with past actions

1. It's a 19th-century book.
It was written in the 19th century.
2. It's a 12th-century painting.
It was painted in the 12th century.
3. It's an 18th-century building.
4. It's an 18th-century dance.
5. It's the 1812 War.
6. It's a 17th-century translation.
7. It's a 19th-century ring.
8. It's a 14th-century piano.

EXERCISE — Passive voice with past actions

After the battle the Spartans decided to make a lot of improvements in their city. For example, they tore down their old buildings and they widened some of the streets. What else do you think they did?

Put the students' sentences on the blackboard. The list might look something like this:

They tore down some old houses.
They widened some of the streets.
They built a new city hall.
The cleaned the museum.
They built new roads.
They repaired some of the old roads.
They cleaned their monuments.
They rebuilt part of the wall.

Students pretend that they have just returned to their city after a long time, and after many improvements and changes. They are walking through the city with a friend and everything seems different. Have students make up dialogues such as the following, using the blackboard list as a guide:

Student 1: What happened to the old house on this street?

Student 2: Oh, it was torn down last year.

Student 3: What happened to the museum? It looks different.

Student 4: Oh, it was cleaned a few months ago.

FREE RESPONSE EXERCISE — Passive voice with predictions

Have students make some predictions about the city in which they now live. For example:

Some more old houses will be torn down.

More apartment buildings will be built.

Not all the sentences will necessarily be in the passive voice.

WRITTEN EXERCISE

Ask everyone to write down some sentences such as those above, telling what they think will happen in their city.

When everyone is finished you might ask them to look over their sentences and improve the style by making sure there is a variety of both passive and active voices.

Lesson 21

①



②



③



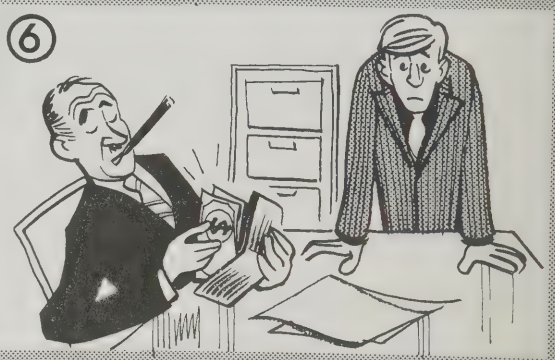
④



⑤



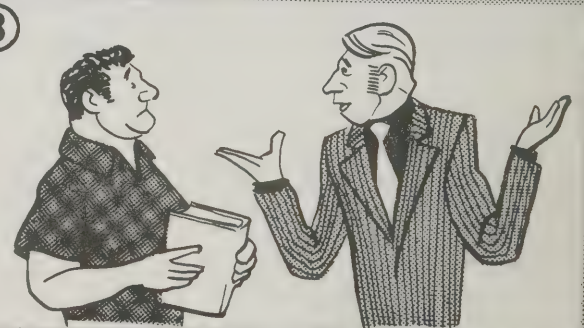
⑥



⑦



⑧



Lesson 21

Reported speech with “told”

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — The Raise (*Students Book page no. 66*)

Stages: *Listening • Comprehension • Repetition • Reading • Recall*

- ① **Bill:** I'm going to ask my boss for a raise tomorrow.
- ② **George:** I hope you get it.
- ③ **Bill:** Thanks. Well, I have to go now.
- ④ **George:** Bye. I'll see you next week.
- ⑤ **Bill:** Can I have a raise? I'm having money problems.
- ⑥ **Boss:** No, I'm sorry but I can't give you a raise. I'll give you a loan if you want one.
- ⑦ **George:** Well, did you get a raise? What did your boss say?
- ⑧ **Bill:** He said he couldn't give me a raise but that he would give me a loan if I wanted one.

PRONUNCIATION NOTES

- ② “Get it” — See Lesson 1, Pronunciation Notes.
- ⑥ Check that the contracted form of “will” has been heard and pronounced.
- ⑧ Check that “would” is given weak stress. Also check that no nasal is inserted before the final /d/. See “The Sound System Of English”, page 21. Either error, and certainly both in combination, make it difficult to distinguish “would” from “wouldn't”.

● EXPLANATION — Direct vs. reported speech

Note the changes from direct to reported speech:

1. Direct: I **can't** give **you** a raise.
2. Reported: The boss said that **he couldn't** give **me** a raise.
3. Direct: I'll give **you** a loan if you **want** one.
4. Reported: He said that **he would** give **me** a loan if I **wanted** one.

Contracted form: He said that **he'd** give me a loan.

We often omit “that” in speech:

The boss said he'd give me a loan.

Common Errors:

The boss said that ^{he would} ~~would~~ give me a loan.

The boss said ~~me~~ that he would give me a loan.

EXERCISE — Review of conditional “if”
— Review of “will be able to”

Everybody wanted Bill to get the raise. This is what his friend, Peter, said:

I hope Bill gets the raise. If he does, he'll be able to pay me back the \$50 I lent him.

What did Bill's girlfriend (mother, baby sister, garage mechanic, grandmother) say?

● **EXERCISE — “She told him he . . .”**

Students' books closed. Replace the name “Betty” by the name of a student in your class.

Betty Smith wanted to marry Tom Lamour. A friend of hers, who had been married four times, gave her some advice. “If you want a man to marry you, flatter him — tell him how good he is.”

One day Betty went out with Tom Lamour and she did what her friend told her to do.

1. They went swimming together. He swam across the lake. What did she tell him after that?
She told him he swam very well.
2. He played the piano for her. What did she tell him after that?
3. He sang ‘O Sole Mio’. What did she tell him after that?
4. He cooked dinner for her. What did she tell him after that?
5. He danced with her. What did she tell him after that?
6. She looked into his eyes. What did she tell him?
7. He spoke about politics and philosophy. What did she tell him?
8. He told a few jokes. What did she tell him?

WRITTEN EXERCISE

Students write the exercise above. (Students Book page no. 66)

EXERCISE — Review of “will” for promises

Tom Lamour proposed to Betty. “Marry me,” he said, “and I'll do everything in the world to make you happy.” He made a lot of promises to her. He said:

“I'll help you wash the dishes every day.”

What other promises did he make?

List the promises on the blackboard but erase them before doing the next exercise.

EXERCISE — “You told me you would . . .”

But after they got married things were different. Tom didn't do any of the things he promised. One day Betty said:

“You told me you would help me wash the dishes but you don't.”

What else did she say?

EXERCISE — “You told me you could . . .”

If there is still interest in this theme, you might continue with this exercise:

When Betty was finished complaining, Tom spoke up. “Well,” said he, “you didn’t tell me the whole truth either. You lied a little too.

You told me you could cook spaghetti and you can’t.”

What else did Tom Lamour say?

PERSONAL

Before you got married what did your wife/husband say she/he would do? Does she/he?

● READING — Buy Now, Pay Later (*Students Book page no. 67*)

George wanted a raise so that he could buy his wife some new living-room furniture. Their old furniture was getting shabby and he was sure she would appreciate a new couch and some new tables.

Without the raise, they would have to wait longer for the furniture — unless they bought the furniture on credit. If they bought it on credit, they could have it immediately. George thought seriously about doing this. Then one evening he read a newspaper article about credit buying.

The article claimed that there were about 50,000 families in Metro Toronto who were hopelessly in debt. These people would probably never be able to pay off their debts. Some were victims of easy credit, false advertising and high interest costs. For some the problem was due to illness, unemployment, or their inability to manage their money. All were very worried.

“What do you think?” George said to his wife. “I feel we should wait and buy for cash.”

“I agree,” she said. “I don’t believe in buying now and paying later if you don’t really need the thing you’re buying. My mother always said you could sleep more comfortably on an old bed that was paid for than on a new one that wasn’t paid for.”

● EXERCISE — Complex sentences (*Students Book page no. 67*)

Part I — Written — Answer in complete sentences:

1. What did George want to buy?
2. How was he thinking of buying it?
3. What did he read one evening?
4. What did he decide not to do?
5. Did his wife agree or disagree with him?
6. Was it better to buy their furniture for cash or on credit?

Part II — Oral

- a. Join answers 3 + 4 with “after”.
- b. Join answers 2 + (3 + 4) with “but”.
- c. Join answers 5 + 6 with “that”.

EXERCISE — “I don’t believe in . . . ing”

Sami never gets into debt because he doesn’t pay attention to the advertising around him.

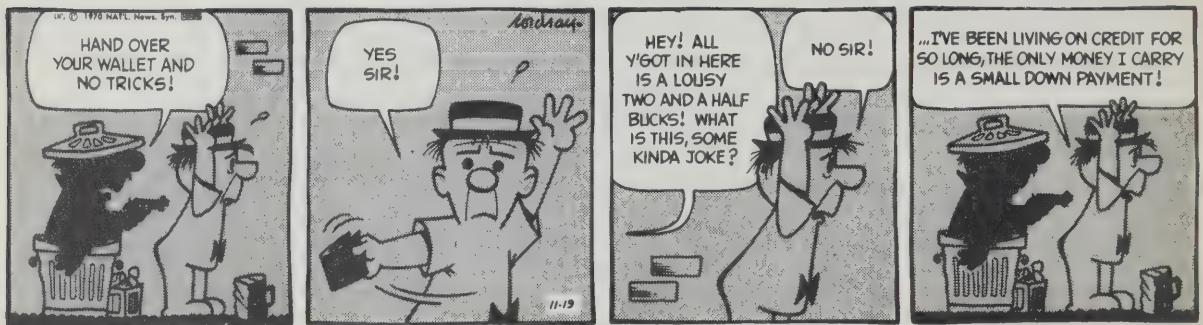
1. He hears the ad “Buy now and pay later” and he says:

I don’t believe in buying now and paying later.

2. He reads the ad “Fly now and pay later”. What does he say?
3. He reads a bank ad “Borrow for a new mink coat”. What does he say?
4. The ad says, “Why carry cash? Use your credit card all the time”. What does he say?
5. The ad says, “Isn’t it time you traded in your car this year?” What does Sami say?
6. The ad says, “Don’t you want to give your wife everything she wants?” What does Sami say?

● **SMIDGENS** (*Students Book page no. 67*)

by bob cordray



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Lesson 22

Reported speech with “said”
The past perfect tense in reported speech

REVIEW

Students dramatize the Introduction in Lesson 21 — The Raise

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① **Bill:** I’m going to ask my boss for [].
- ② **George:** I hope you get it.
- ③ **Bill:** Thanks. Well, I have to go now.
- ④ **George:** Bye. I’ll see you next week.
- ⑤ **Bill:** Can I []?
- ⑥ **Boss:** No, I’m sorry, but I can’t []. [] if you want.
- ⑦ **George:** Well, []. What did the boss say?
- ⑧ **Bill:** He said [].

You might build up a list of possible substitutions for line ① before going on to Dramatization. The list might include:

a \$10-a-week raise
two weeks’ holiday in July
his daughter’s hand in marriage
a new office on the top floor
a transfer to New York
his secretary

DRAMATIZATION IN THREES

For Procedure, see page 9.

- **Common Error:** He said ~~me~~ that he would give me a loan.

- **LISTENING EXERCISE** — Reported speech with “said”
— Tense change from “is/are” to “was/were”

Students’ books closed. Present the interview on tape, or act out the two roles yourself. Present the interview twice. If possible, substitute some current newsworthy interview.

Last night Gina Lolla, a famous movie star, arrived in this city. As she got off the plane there were many reporters waiting. One of them asked her some questions. Here is part of the interview:

LESSON 22

Reporter: Just a few more questions, Gina. What do you think of Canadian men?

Gina: Oh, Canadian men are very kind.

Reporter: — and Canadian food?

Gina: Oh, Canadian food is wonderful.

Reporter: — but I'm sure that you don't like Canadian winters, eh Gina?

Gina: Oh, you are wrong. Canadian winters are beautiful.

1. What did Gina say about Canadian men?
She said (that) they were very kind.
2. What did she say about Canadian food?
3. What did she say about Canadian winters?

DRAMATIZATION

The teacher takes the role of the interviewer. A student plays the part of Gina and answers the questions as she wishes. After the interview, other students report on what Gina said.

● LISTENING EXERCISE — Reported speech with “said” — Tense changes from the present to the simple past

Students' books closed. For Procedure, see the Listening Exercise on page 119.

This is an interview with a 99-year-old man who is still full of life and energy. He has most of his own teeth and he still works a full day at the family clothing store.

Interviewer: How many hours a day do you usually work?

Mr. Roberts: I work eight hours a day, sometimes nine.

Interviewer: Is it true that you walk to work?

Mr. Roberts: Yes, I walk two miles to work every day.

Interviewer: — and two miles back home again?

Mr. Roberts: No, my son usually drives me home.

Interviewer: And what keeps you so healthy at 99?

Mr. Roberts: — a shot of whisky every day before dinner.

1. What did Mr. Roberts say about working?
2. What did he say about walking to work?
3. What did he say about going home?
4. What did he say keeps him so healthy at 99?

WRITTEN EXERCISE

*Students write the answers to the above two Listening Exercises.
(Students Book page no. 68)*

DRAMATIZATION AND RECALL — Reported speech

Each person in the class takes the role of someone very old. The teacher interviews each person in turn with a mock microphone, asking this question:

“What keeps you so young and healthy at (101)?”

Give the class time to think up their answers. Ask them to listen carefully to the answers of the other members of the class so that they can later recall and report (orally) what was said.

HOMEWORK — Students might listen to the TV news and report the next day on what they heard.

● EXPLANATION — The past perfect tense in reported speech

1. **Direct speech:** I **have asked** the boss for a raise.
 2. **Reported speech:** Bill said he **had asked** the boss for a raise.
 3. **Direct speech:** I **asked** the boss for a raise.
 4. **Reported speech:** Bill said he **had asked** the boss for a raise.
- Contracted form:** Bill said he'd **asked** the boss for a raise.

● EXERCISE — The past perfect tense in reported speech

Students' books closed.

Here are some more things that Gina said about Canada:

1. “I have eaten in many good restaurants.” What did Gina say?
She said that she had eaten in many good restaurants.
2. “I ate Spanish food yesterday.” What did Gina say?
She said that she had eaten Spanish food the day before.
3. “I ate Greek food a few days ago.” What did Gina say?
4. “I have enjoyed Canada very much.” What did Gina say?
5. “I have been to many interesting places.”
6. “I have seen some very good movies.”
7. “I was invited to some great parties.”
8. “I was surrounded by handsome men all the time.”
9. “I have met some very interesting people.”
10. “I met one special person last night.”

WRITTEN EXERCISE

Write the answers to the above exercise. (Students Book page no. 69)

FREE RESPONSE EXERCISE — Reported speech with “said” or “told”

1. John painted a picture at school. He showed it to his father. His father said something which made John very happy. What was it? For example:

Student 1: He said that it was a very good painting.

Student 2: He said that John had talent.

or
He told John that he had talent.

Student 3: He told John that he had chosen very beautiful colours.

2. Maria's husband came home from work. His clothes were all torn. When she asked him what had happened, what did he say?
3. Gloria's husband phoned her from work. He said something about coming home. After she hung up she turned the stove off. What did her husband say on the telephone?
4. Barbara's husband phoned her from work. After she hung up she put on her best dress. What did he tell her on the telephone?
5. Edna has a new boyfriend. Right after she met him she shortened all her dresses because he told her something. What was it?
6. Bill came home from work and said something to his wife. She packed her suitcase and left him. What did Bill say?
7. Bob came home from jail and said something to his wife. She packed her suitcase and left him. What did Bob say?
8. Allan came home from work. He said something to his wife and she kissed him. What did he tell her?

● **READING — As Immigrants See Us** (*Students Book page no. 69*)

The Toronto Star asked immigrants what they thought of Canada. Here are some of their questions and some typical replies:

What brought you to Canada?

I felt that my children could get a better education here. I also felt that I would be able to get a better job.

What was your most difficult adjustment?

I couldn't speak English when I came. That was my biggest problem.

How would you describe the Canadian way of life and how does it compare with others?

My wife complains that the people are colder here. Back home, neighbours are almost part of the family.

I find that the tempo of business is faster here. Also, there is a lot less red tape here.

Is there a difference in the way Canadians spend their leisure time?

Yes, Canadians seem to do things alone or in couples. Back home, everything is family. There are no babysitters. People visit one another as a family for singing, dancing, card-playing, or just conversation.

What do you find most appealing and least appealing about Canadians?

I like their frankness. If they have trouble with their children, they tell you. If they do a bad job of something, they say so. They aren't ashamed to talk about their problems.

I think Canadians expect too much. Everyone expects to have a car, a TV, a cottage. Back home, my grandmother often had to wear an overcoat in the kitchen.

How do you feel about charge accounts and credit buying?

I don't believe in it. I think that credit cards tempt people to buy more than they can afford.

Where do you take visitors from your home-land?

I had visitors recently and I took them up north to Algonquin Park. They loved it — the grandeur, the silence, the freshness.

Do you plan to stay?

Yes, I have no reason to return. I've brought over all my family. My life is here now.

• **WRITTEN EXERCISE — Review of reported speech** (*Students Book page no. 70*)

Answer in complete sentences. Note that “couldn’t” does not change in reported speech.

1. Who expressed his feelings about Canada in this interview?
2. What did he say had been his biggest problem? (Begin: He said his biggest problem had been that he . . .)
3. What did he find about the tempo of business here? (Begin: He found that the tempo . . .)
4. When he was asked about leisure time, what did he say that Canadians seem to do? (Begin: When . . .)
5. Did he say that it was the same back home or not?
6. When he was asked about Canadians, what did he say he liked? (Begin: When . . .)
7. What did he not like about Canadians? (Begin: He thought that . . .)
8. Did he say that he believed in credit buying?
9. What did he think about credit cards? (Begin: He thought that credit cards . . .)
10. Where did he say that he had taken his visitors recently?
11. Had they enjoyed it or not?

Alternative Section

EXERCISE — Practice with personal pronouns in the change from direct to reported speech

The teacher comes in with cotton batten in his ears because of an earache. He asks different students questions which he might normally ask, and then pretends that he doesn't hear the reply. Other students then report what was said. For example:

Teacher: I don't have my watch. What time is it?

Student 1: 8:30.

Teacher (to student sitting closer): I didn't hear him. What did he say?

Student 2: **He said that it was 8:30.**

Here are further examples:

Can you lend me \$5?

Is anyone absent?

Is it too cold (hot) for you?

Should I open the window?

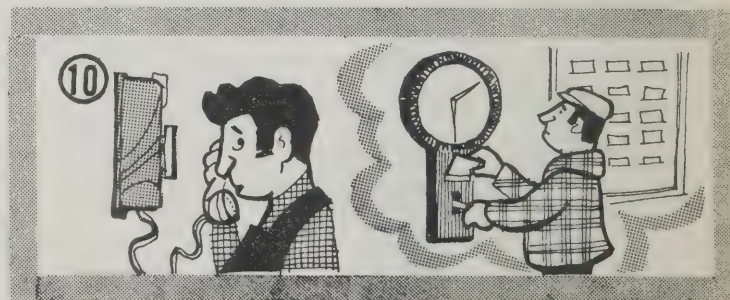
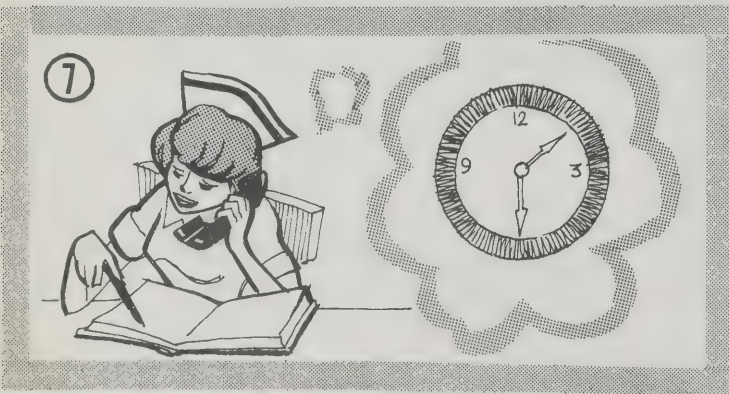
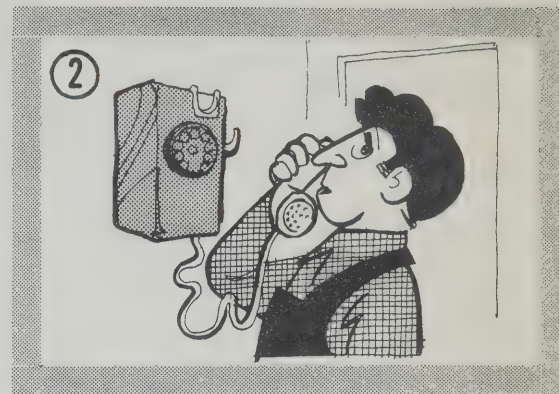
Can you hear me?

EXERCISE — “told me” vs. “said”

Students often say “said me” instead of “said”.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Bill said he was going to France. Well, he told me he was going to Italy. 2. Maria said she was busy tonight. Well, she told me she was free. 3. Jean said she was 28. | <ol style="list-style-type: none"> 4. Aldo said he drove a Ford. 5. Ricardo said he was a welder. 6. Juan said he came from Spain. 7. Bob said he voted Liberal last year. 8. Peter said he couldn't swim. 9. Spiros said he wasn't married. |
|---|--|

Lesson 23



Lesson 23

Requests with "Could you . . .?" Softened negative replies

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – Making a Doctor's Appointment (*Students Book page no. 72*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Nurse:** Dr. Pollock's office.
- ② **Patient:** I'd like to make an appointment, please.
- ③ **Nurse:** Have you seen the doctor before?
- ④ **Patient:** No, I haven't.
- ⑤ **Nurse:** What's the trouble?
- ⑥ **Patient:** I have an earache.
- ⑦ **Nurse:** I could give you a 2:30 appointment tomorrow.
- ⑧ **Patient:** I work until 5:00. Could you give me something later?
- ⑨ **Nurse:** No, I'm afraid I couldn't, not until next week.
- ⑩ **Patient:** Well, I'd better take the 2:30 appointment then. I'll take time off.
Nurse: What's the name?
Patient: Bill Knight. K as in . . . , etc.
Nurse: Thank you. That's 2:30 tomorrow then.
Patient: Thank you.

PRONUNCIATION NOTES

- ⑦ "could" should receive weak stress only. Check that it is not overly stressed.
In "could" Greek students often insert an /n/ before the /d/. See "The Sound System Of English", page 21. This error or the one above, and certainly both in combination, may lead to confusion between "could" and "couldn't".
- ⑩ Students often fail to hear or pronounce the final sound in "I'll" and "I'd".
- ⑧ /ɜr/ in "work" is a difficult sound. See "The Sound System Of English", page 29.

● EXPLANATION

A person who wants to be more polite or formal uses "could" instead of "can" as, for example, when speaking to an employer:

Could you give me a raise?

Sometimes "could" is used because it is more tentative or conditional than "can". Compare these two sentences:

I can lend you some money.
I could lend you some money (if you want me to).

In most situations we use either "can" or "could".

Can } you give me a later appointment?
Could }

"I'd better" is often stronger than "I should". Compare the following sentences:

I'm getting a little heavy. I should lose some weight.

I have to go to a wedding next week. I have only one evening dress and it's too small. I'd better lose some weight.

PRONUNCIATION EXERCISE — "could" vs. "couldn't"

Put the following columns on the blackboard. Point out that "could" receives weaker stress than "couldn't". This difference in stress is one way we distinguish the positive from the negative.

1
I could come tomorrow.
lend you \$5.
meet you later.
give you an early appointment.

2
I couldn't come tomorrow.
lend you \$5.
meet you later.
give you an early appointment.

For practice in recognizing the difference between columns 1 and 2 give the class the following directions:

If I say: "I could come tomorrow," you say: "Oh, good."

If I say: "I couldn't come tomorrow," you say: "Too bad."

Say sentences at random from columns 1 and 2 above and have students (as a group and individually) respond as directed.

For practice in pronunciation read down column 1 and have the class repeat. Then read down column 2. Class repeats. Finally read across to contrast the stress pattern. Class repeats.

Note: You could do the above exercise again, replacing "could, couldn't" with "can, can't".

I can come.

I can't come.

Students often overstress "can", thereby making it barely distinguishable from "can't".

EXERCISE — "can"

Since the situation in the Introduction is not a very formal one, it is possible to use "can" instead of "could". Have the Introduction dialogue repeated using "can".

● **DIALOGUE — Request for directions — “Could you tell me how to get to . . .?”**

For Procedure, see page 58.

You are new in the city. You are walking along the street and you see a stranger. Approach him and ask him for directions.

John: Excuse me. Could you tell me how to get to **City Hall**?

Peter: Yes, take the Bay bus and get off at Queen Street.

SUBSTITUTIONS

Students supply their own.

DIALOGUE — Requests and negative replies

Students' books closed. Ask the class how they could respond to the following request:

Could you lend me \$5 until next week?

if they didn't have the money. With their help build up columns on the blackboard such as these below:

| Softened Negative Reply | Explanation | Alternative Suggestion |
|--------------------------------|-------------------------|---|
| No, I'm sorry I can't. | I don't have \$5. | But I could lend you \$2 if you like. |
| No, I'm afraid I couldn't. | I don't have any money. | Why don't you ask Bill? Maybe he could lend you some. |

Example Dialogue

Student 1: Could you **lend me \$5 until next week**?

Student 2: No, I'm sorry, I can't. I don't have \$5 but I could lend you \$2 if you like.

Have students make a dialogue for each situation below, including in each a softened negative, an explanation, and an alternative suggestion.

1. You want to make a telephone call from a public telephone but you don't have a dime. Ask someone to give you change for a quarter.
2. You have no paper left to write on. Ask another student for some paper.
3. You are new in the city and you don't have a dentist. Ask another student for the name of a good dentist.
4. You are talking to the shoemaker. You want him to fix your shoes today.
5. Ask your friend to lend you \$100.
6. Ask your friend to babysit for you on Saturday night.

● **EXPLANATION – Offers and requests**

The patient is asking the nurse for a later appointment but he doesn't know if she can give him one. Maybe she can't.

Can/Could you give me a later appointment? = Is it possible for you to give me a later appointment?

You want the man upstairs to turn down the radio. You know that he can if he wants to.

Will/Would you please turn down the radio because I can't sleep?

However you will often hear "could" or "can" used instead.

Can/Could you turn down the radio?

You are inviting your friend to a movie. The important thing is not what you want, but what he would like.

Would you like to see a movie with me tonight?

You are offering to help your friend. Again, the important thing is what he would like.

Would you like me to help you paint your house tomorrow?

● **WRITTEN EXERCISE – Review of Could/Can you ... ?**

Would you ... ?

Would you like (to) ... ?

Would you like me to ... ?

*Before doing this exercise have students look at the above Explanation.
(Students Book page no. 73)*

Use one or more of the above phrases in each situation below:

1. You are speaking to someone on the telephone. You didn't hear him. Ask him to repeat what he said.
2. Ask him to speak louder.
3. Your friend is going to make a table. Offer to help him.
4. You are walking along the street. You want to go downtown but you don't know how. You approach a stranger. What do you say?
5. The man upstairs is dancing. You have a headache. What do you say to him?
6. You want to go swimming on the weekend. Invite your friend to come with you.
7. Ask your friend to recommend a good dentist.
8. Invite your friend to come to your house for dinner tonight.
9. You are going shopping. Perhaps your friend needs something. Offer to get something for him.
10. Ask your friend to lend you some money until next week.
11. You are speaking to someone on the telephone. You want to write down his name. Ask him to spell it.
12. Somebody is visiting you in your home. He is dropping ashes on your carpet. Ask him to use the ashtray.

● **READING — At the Doctor's** (*Students Book page no. 73*)

George rushed down to the doctor's office for his 2:30 appointment but when he arrived the waiting room was full of people. "You'll have to wait for a while," the nurse said. "The doctor was called out on an emergency." George had to wait an hour.

The doctor apologized for keeping George waiting and then asked him a few questions.

Dr. Pollock: What's the trouble?

George: My left ear is bothering me.

Dr. Pollock: Is the pain there all of the time or just some of the time?

George: It's pretty steady.

Dr. Pollock: When did it begin?

George: About a week ago.

Dr. Pollock: Is it sharp or dull?

George: Dull. It's a dull ache.

Dr. Pollock: Is there any discharge?

George: No, no discharge.

Dr. Pollock: Any loss of hearing?

George: Pardon me?

Dr. Pollock: Do you have any trouble hearing?

George: No.

Dr. Pollock: Has the ear been treated?

George: No, I haven't been to anyone else.

The doctor examined George's ear, nose and throat.

Dr. Pollock: I don't see anything wrong with your ear. Have you had any trouble with your teeth?

George: Yes, come to think of it. There's been a bit of an ache in the back.

Dr. Pollock: It could be a wisdom tooth coming in. I think you should see your dentist.

George: I've only been in Canada a few months so I don't have a dentist. Could you recommend one?

Dr. Pollock: Certainly, I know a good one near your home. Here, I'll write down his name and address.

George: Thanks.

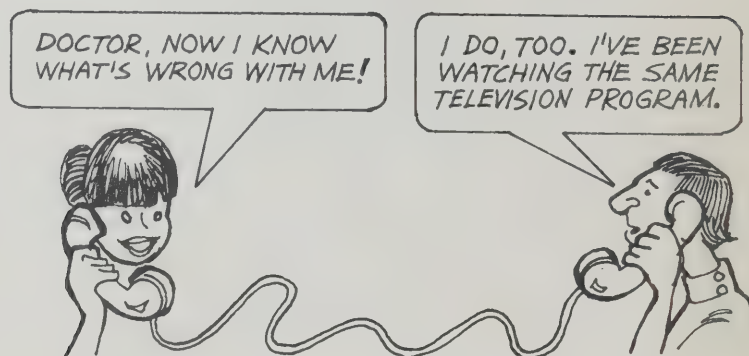
Dr. Pollock: And be sure to call me back if the dentist can't find anything.

EXERCISE — Review of reported speech

1. When George got to the doctor's office what did the nurse tell him? (Begin: When . . .)
2. Where did she say that the doctor had been called? (Begin: She said that the doctor . . .)
3. When George saw the doctor what did he tell him? (Begin: When . . .)
4. When did George say the pain had begun? (Begin: George . . .)
5. Did George say there had been any pain in his teeth or not?
6. What did the doctor say it could be? (Note that "could" does not change in reported speech.)
7. What did the doctor say George should do? (Note that "should" does not change in reported speech.)
8. What did the doctor have to recommend?
9. How long did George say that he had been in Canada?

VOCABULARY

1. Names of pains, e.g., headache.
2. Names of specialists, e.g., oculist.



Alternative Section

EXERCISE — Offers

Tell the class they're going to have a party. Ask them what they will need for the party and list their suggestions on the blackboard — music, decorations, food, etc. Then say:

I could put up the balloons.

Jim said he could bring a Beatles record.

What about you?

Each student tells what he could do. You might point out the difference between "I'll bring the records" (a promise) and "I could bring the records" (an offer with the implication "If you want me to".)

Lesson 24

until
not until

REVIEW

Students dramatize the Introduction in Lesson 23 — Making a Doctor's Appointment

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① **Nurse:** Dr. []'s office.
- ② **Patient:** I'd like to [].
- ③ **Nurse:** Have you seen the doctor before?
- ④ **Patient:** [].
- ⑤ **Nurse:** What's the trouble?
- ⑥ **Patient:** [].
- ⑦ **Nurse:** I could give you a [].
- ⑧ **Patient:** [].
- ⑨ **Nurse:** [].
- ⑩ **Patient:** [].

Lines ⑧, ⑨ and ⑩ have been left blank in order to encourage a variety of responses, e.g.

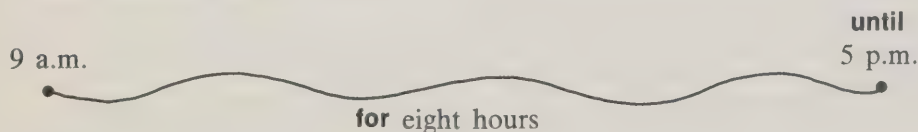
Line ⑧ — "But my ear is killing me. Could you give me an appointment today?"

Line ①. — Students often have difficulty with the possessive especially when the noun ends with a sibilant (s, z, š, tš, dž) e.g., "Dr. Jones' office, Dr. Walsh's office". Point out that whenever a noun ends with one of the sounds above, the "'s" is pronounced /əz/.

DRAMATIZATION IN PAIRS

For Procedure, see page 9.

● EXPLANATION — "until" vs. "for"



1. I work until 5.
2. I work for eight hours a day.

Note: In casual speech "until" is sometimes shortened to "till".

● **EXERCISE – “until” vs. “for”**

Students' books closed. Replace the names below by the names of students in your class.

Answer each question with “for” and “until”:

1. Milos went to Venice in August. He left in October. How long did he stay in Venice?
 - a. **for two months.**
 - b. **until October.**
2. He went to the museum at 6 o'clock. He came out at 8 o'clock. How long did he stay in the museum?
3. He hired a gondola at 2 o'clock. He rode along the canal and got back at 5 o'clock. How long did he ride along the canals?
4. He started studying Italian on September 3. He stopped on October 3. How long did he study Italian?
5. He went to Paris in October. He left in January. How long did he stay in Paris?
6. He went to the Latin Quarter at 1 o'clock. He walked around and went home at 6 o'clock. How long did he walk around the Latin Quarter?

● **EXPLANATION – “until” as a conjunction**

In this sentence, “until” is a preposition:

I work until 5 o'clock.

In this sentence, “until” is a conjunction. It joins two clauses.

Main clause

Time clause

I'll work

until I am tired.

Common Error:

I'll work until

I'm going to go home when

}

am

I ~~will be~~ tired.

● **“The Persistent Man” EXERCISE – “Until” with future actions**

Students' books closed.

Mr. Leslie wants to do business with Mr. Brown, but Mr. Brown is a very busy man. However, Mr. Leslie is a very persistent man. He comes to Mr. Brown's office every day to wait.

1. One day Mr. Brown's secretary said: “I'm sorry, but Mr. Brown can't see you now. He's at a meeting.” Mr. Leslie said:
“That's all right. I'll wait until the meeting is over.”
2. One day Mr. Brown's secretary said: “I'm sorry, but Mr. Brown is out.” What did Mr. Leslie say?
“That's all right. I'll wait until Mr. Brown comes back.”
3. One day the secretary said: “I'm sorry, but Mr. Brown can't see anybody now. He doesn't feel well.” What did Mr. Leslie say?
4. One day the secretary said: “I'm sorry, but Mr. Brown can't see you right now. He's eating his lunch.” What did Mr. Leslie say?

LESSON 24

5. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. His wife is with him in the office." What did Mr. Leslie say?
6. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. He has an important visitor." What did Mr. Leslie say?
7. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. He lost his glasses and he is busy looking for them." What did Mr. Leslie say?
8. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. He is on the telephone." What did Mr. Leslie say?
9. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. He locked the door and he lost the key." What did Mr. Leslie say?
10. One day the secretary said: "I'm sorry, but Mr. Brown can't see you right now. The police are in his office investigating a crime. What did Mr. Leslie say?"

WRITTEN EXERCISE

Students write answers to the above exercise. (Students Book page no. 76)

RECALL DIALOGUE

For Procedure, see page 58.

Mr. Leslie: Is Mr. Walker in?

Secretary: Yes, but I'm afraid he can't see you now. He's **at a meeting**.

Mr. Leslie: That's all right. I'll wait until the meeting is over.

SUBSTITUTIONS

Students use items from the preceding exercise. If necessary, put cue words on the blackboard to help them (e.g. "meeting, out, lunch, wife, glasses).

● EXPLANATION

Not until

= not before

I can't give you an appointment
until next week.

= I can't give you an appointment
before next week.

EXERCISE — not until

You might ask for comparisons with other countries.

1. In Canada you can't vote until 18.
2. What about drinking?
3. What about getting married?
4. What about getting a driver's licence?
5. What about working?
6. What about becoming a citizen?

● **EXERCISE — not until**

Students' books open at page no. 76.

Read aloud and complete orally the following sentences:

1. Example: I didn't know any Spanish people until **I came to this class**. Now **I know four**.
2. Example: I didn't know any English until **I came to Canada**. Now **I know a little**.
3. I didn't like spaghetti until **Maria cooked some for me**. Now **I love it**.
4. I didn't like Chow Mein until . . . Now . . .
5. I didn't like children until . . . Now . . .
6. I didn't know good wine until . . . Now . . .
7. I didn't like dark-haired men until . . . Now . . .
8. I didn't believe in ghosts until . . . Now . . .
9. I didn't think there were any blond Italians until . . . Now . . .
10. I didn't know how cold winters could be until . . . Now . . .
11. I didn't know how clean a city could be until . . . Now . . .
12. I didn't know where City Hall was until . . . Now . . .
13. I didn't know what a hot dog was until . . . Now . . .
14. I didn't know what true happiness was until . . . Now . . .

* * *

I didn't know what true happiness
was until I got married, and then
it was too late.

● **READING — Applying for a Job in a Machine Shop** (*Students Book page no. 77*)

Applicant: I'm applying for a job as a lathe operator, but I can also operate a drill press. I can read blueprints both in the metric and inch scale.

Employer: Do you know how to weld?

Applicant: Yes.

Employer: How many types of welding can you do?

Applicant: I only have experience with acetylene torch welding.

Employer: Where did you serve your apprenticeship, and how long was it?

Applicant: Five years, in Belgrade.

Employer: Did you learn to work these machines during your apprenticeship, or after?

Applicant: During.

Employer: After your apprenticeship, how many years' work experience did you have?

Applicant: Six years.

Employer: The company you worked for — what did they produce?

Applicant: Nuts and bolts.

Employer: Well, we'll give you one month's trial, but I can't pay you the going rate until I know what you can do.

LESSON 24

The going rate is \$3 an hour. During your month's trial we'll pay you \$2.30, that is until March 10. If at that time your work is not satisfactory, we'll have to let you go. If it is satisfactory, we'll bring you up to the full rate.

Applicant: That's fine. When would you like me to start?

● COMPREHENSION QUESTIONS

Students' books open at page 77.

Circle the correct answer:

1. The applicant said he could operate
 - a. one machine
 - ☒ b. two machines
2. The applicant said that he had experience with
 - a. one type of welding
 - b. two types of welding
3. The applicant said that he had learnt to operate machines
 - a. before he finished his apprenticeship
 - b. when he finished his apprenticeship
4. The applicant
 - a. got the job
 - b. didn't get the job
5. The employer said that he would pay
 - a. \$2.30 an hour at the beginning
 - b. \$3 an hour at the beginning
6. The going rate is
 - a. \$2.30 an hour
 - b. \$3 an hour
7. The employer said that he couldn't pay the going rate
 - a. after March 10
 - b. until March 10
8. The employer said that on March 10 he would
 - a. pay \$3
 - b. fire the worker
 - c. decide whether to keep the worker or fire him
9. The "full rate" is
 - a. \$2.30 an hour
 - b. \$3 an hour

EXERCISE — Review of reported speech

1. What job did the applicant say he was applying for?
2. What else did he say he could operate?
3. What else did he say he could do?
4. Did he say that he had learnt to work machines during his apprenticeship or after?
5. How many years' experience did he say he had had after his apprenticeship?
6. What did the employer say he would give the applicant?
7. Did the employer say that he could pay him the going rate immediately?
8. When did he say he could pay him the going rate?
9. What did the employer say he would have to do if the employee's work was not satisfactory?

VOCABULARY EXERCISE — "I'm applying for a job as a . . . "

Students make sentences in this pattern:

I'm applying for a job as a typist, but I can also take shorthand and use a dictaphone.

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● **RÉSUMÉ** (*Students Book page no. 79*)

John Walter Miller,
480 Baltimore Avenue,
Toronto 5, Ontario.

Telephone: 767-8459

Personal Information:

Date of Birth: July 12, 1941.

Place of Birth: Cairo, Egypt.

Marital Status: Single.

Canadian Status: Landed immigrant, June 15, 1971.

Education:

M.Sc. (Chemical Engineering), American University, Cairo, Egypt, 1965.

Professional Experience:

(a) Cairo School of Technology, Cairo, Egypt, 1966-69.

Position: Teacher of Chemistry and Mathematics.

(b) Real Chemical Corporation, Berne, Switzerland, 1969-71.

Position: Junior Engineer.

Duties: Assisting in chemical research program concerned with the testing of nylon filament yarn.

References:

(a) Mr. D. J. Dubois,
Chief Engineer,
Real Chemical Corporation,
13 rue Gregoire,
Berne, Switzerland.

(b) Prof. R. Jones,
Dept. of Engineering,
American University,
Cairo, Egypt.

● **KEEP SMILING** (*Students Book page no. 79*)

Boss: I want an explanation for your
lateness, and I want the truth.

Employee: You will have to decide which
you want. You can't have both.

LESSON 24

• LETTER TO ACCOMPANY RÉSUMÉ (*Students Book page no. 80*)

480 Baltimore Avenue,
Toronto 5, Ontario.
March 30, 1972.

Personnel Officer,
Supreme Machinery,
65 Robert Street,
Oakville, Ontario.

Dear Sir:

Enclosed is a résumé of my qualifications and work experience.

I would be interested in discussing possible employment with you.

If you have no openings at this time, could you keep my résumé on file and recommend some other firms to which I might apply?

Yours truly,


John Walter Miller.

• LETTER OF APPLICATION (*Students Book page no. 80*)

716 Dill St.,
Toronto, Ontario.
June 1, 1972.

Mr. L. Jones,
Personnel Manager,
Dominion Manufacturing Company,
3017 Yonge St.,
Toronto, Ontario.

Dear Sir:

I would like to apply for the position of office clerk which you advertised in the Toronto Star on May 31st.

I am 25 years old and came from Germany four and a half years ago.

I completed high school in Germany, and worked for a large manufacturing company in Frankfurt as an office clerk. I have certificates and references, which I have had translated into English.

Since coming to Canada I have had two jobs, first as a waiter in a restaurant and then, when my English improved, as a shipping clerk with my present company.

I would be glad to come for an interview at your convenience.

Yours sincerely,


Robert E. Braun.

Alternative Section

“The Extremist” EXERCISE — until (conjunction)

Replace the name below by the name of a student in your class.

1. Oscar likes to dance. He stops only when his feet are sore. How long does he dance? (Until when?)
He dances until his feet are sore.
2. Oscar plays the piano. He stops only when the man downstairs complains. How long does he play the piano? (Until when?)
He plays the piano until the man downstairs complains.
3. Oscar likes to walk. He walks and walks. He stops only when his feet fall off. How long does he walk? (Until when?)
4. He drives a car. Finally it falls apart. How long does he drive a car before he buys a new one? (Until when?)
5. He shouts at his wife. He stops only when his throat is sore. How long does he shout at his wife? (Until when?)
6. He likes to eat. He stops only when he can't eat any more. How long does he eat? (Until when?)
7. He likes to drink (liquor). He stops only when he can't see straight. How long does he drink? (Until when?)
8. *He likes to sit in cafés. How long does he sit there? (Until when?)*
9. *He likes to lie in bed in the morning. How long does he lie there? (Until when?)*
10. *He likes to gamble. How long does he gamble? (Until when?)*
11. *He likes to lie in the sun. How long does he lie in the sun? (Until when?)*
12. *He gets married quite often. Until when does he stay married?*

DIALOGUE — “not until”

“how soon”

Review of “could”

Customer: How soon could you **fix these shoes?**

Shoemaker: Not until **this afternoon**. I'm very busy.

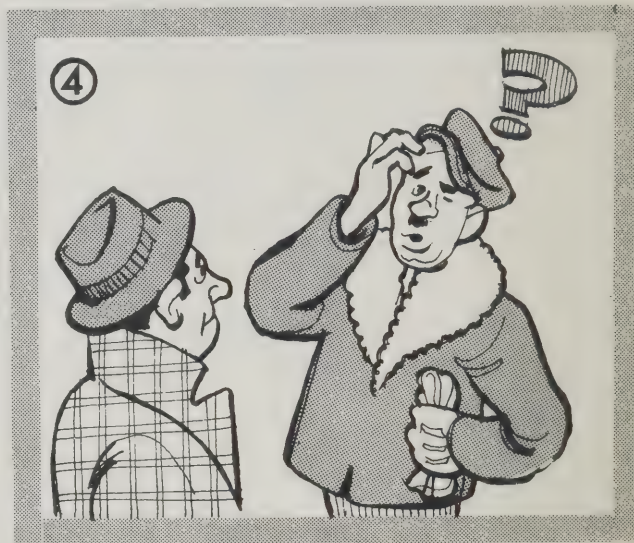
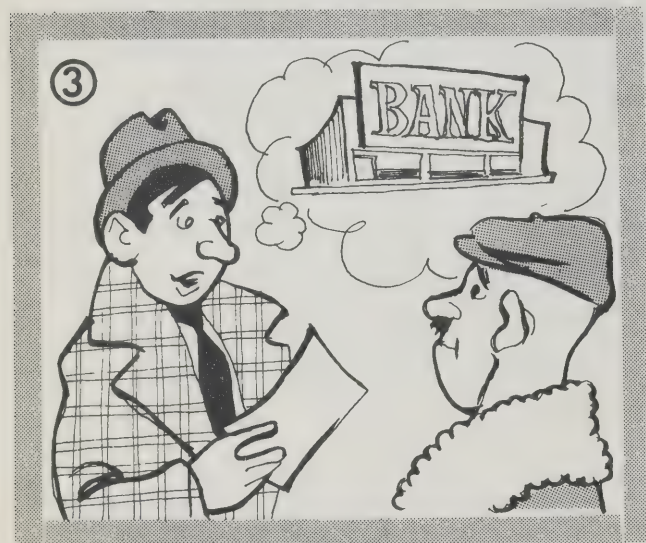
Customer: O.K., I'll come by this afternoon.

SUBSTITUTIONS

Present your students with situations rather than substitutions. For example:

1. You are in a garage. You would like them to fix your car in a hurry.
2. You would like the cleaners to clean your suit in a hurry.
3. You would like the plumber to come in a hurry.
4. You would like your dentist to give you an appointment right away.

Lesson 25



Lesson 25

Hidden questions

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – At the Airport (*Students Book page no. 82*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① John met his friend Henry at the airport.
- ② **Henry:** I want to cash a traveller's cheque.
- ③ Where's the bank?
- ④ **John:** I don't know where the bank is.
- ⑤ Let's ask that clerk. She might know.
- ⑥ **Henry:** Excuse me. Could you tell me where the bank is?
- ⑦ **Clerk:** It's downstairs, but I don't know if it's open.

● EXPLANATION

In a statement, the subject usually comes before the verb:

| Subject | Verb |
|----------|----------|
| The bank | is open. |

In a direct question, the verb comes before the subject.

| Verb | Subject | |
|----------|-----------|-------|
| Is | the bank | open? |
| Where is | the bank? | |

In a hidden question, the subject comes before the verb. We use the term "hidden question" because there are other words in front of the question.

Hidden Question

| | Subject | Verb |
|-------------------|---------|--------------|
| Could you tell me | where | the bank is? |
| I don't know | where | the bank is. |

STRUCTURE NOTE

In adverbial clauses we use the present tense form of the verb and not "will", even though we are referring to a future event.

Adverbial Clause

| | |
|-----------------------|---|
| I'll speak to John | when he arrives . (Lesson 17) |
| I'll go to the movies | if the weather is bad. (Lesson 18) |

Common Error:

| | |
|-----------------------|-----------------------------|
| I'll speak to John | when he'll arrive. |
| I'll go to the movies | if the weather will be bad. |

However, "will" is used in hidden questions:

| | |
|--------------|---|
| | Noun Clause (hidden question) |
| I don't know | when he'll arrive. |
| Do you know | if } the bank will be open tomorrow? |
| | whether } |

Dialogues highlighting this contrast are contained in the Supplementary Section, Lesson 26.

● **EXERCISE — Hidden questions**

Students' books closed.

There has just been a bank robbery across the street. The police want to know a lot of things.

Complete the following sentences:

Put example sentences 1 and 2 on the blackboard, pointing out that in the hidden question clause the subject comes before the verb. Have students make more sentences in the same pattern. If necessary supply the cue words as below.

| | | Subject | Verb |
|-----|------------------------------------|---------|-------------------|
| 1. | They want to know how many robbers | there | were. |
| 2. | how old | | |
| 3. | how tall | | |
| 4. | what colour hair | | |
| 5. | what kind of clothes | | |
| 6. | exactly what time | | |
| 7. | how much money | | |
| 8. | which way | | |
| 9. | if (whether) | | guns (or not). |
| 10. | if | | a car (or not). |
| 11. | if | | glasses (or not). |
| 12. | if | | gloves (or not). |
| 13. | if | | male or female. |
| 14. | if | | fair or dark. |

WRITTEN EXERCISE

Students copy and complete the sentences in the above exercise. (Students Book page no. 82)

EXERCISE — Idiomatic use of "tell"

1. The police want to know if the robbers were wearing gloves or not. The teller says:

I couldn't tell if they were wearing gloves or not because they had their hands in their pockets.

2. The police want to know what colour hair they had. What does the teller say?
3. The police want to know what colour eyes they had. What does the teller say?
4. The police want to know what language they spoke to each other. What does the teller say?
5. The police want to know exactly what time it was. What does the teller say?
6. The police want to know which way they went. What does the teller say?

DIALOGUE — Review of reported speech and hidden questions in longer sentences

For Procedure, see page 58.

One of the robbers has a girlfriend Anna. Here is a conversation between Anna and her friend Mary:

Anna: I don't know why my boyfriend told me that he **was a bank manager**. He's actually a bank robber.

Mary: I know why he told you that he was a bank manager — obviously because he wanted to impress you.

Here is another example:

Anna: I don't know why my boyfriend told me that he **was single**. He's actually married.

Mary: I know why he told you he was single — obviously because he wants to keep seeing you.

SUBSTITUTIONS

1. **was 23 years old**
2. **had a Cadillac**
3. **spoke five languages**
4. **played the saxophone**
5. **could fix any machine in the house**
6. **had won an Olympic medal for swimming.**

● READING — The Bank Robbery (*Students Book page no. 83*)

Robbers Bring Sherlock Holmes to Life.

Two bank robbers brought Sherlock Holmes to life yesterday.

Sherlock Holmes was a master detective, a character in British fiction. He was created by the British author, Sir Arthur Conan Doyle. Sherlock Holmes' residence was on Baker Street in London, England.

Yesterday, two bank robbers chose this famous street for their operation. They robbed the Baker Street branch of a well-known London bank. It is possible that they got away with more than a million dollars.

In his writing Sir Arthur mentioned a tunneling technique. This same technique was used by the bank robbers.

Walkie-Talkie

The robbers communicated with each other by walkie-talkie. One cut into the vault while

the other served as a lookout. The police are not sure whether the lookout was on one of the top floors of the building, or outside, on the roof.

The walkie-talkie conversation was picked up by a ham operator by chance. However, he couldn't tell where the bank robbers were. He alerted the police.

The police worked with radio technicians in the Post Office. They were able to narrow down the walkie-talkie signals to a 10-mile radius. However, they were not able to tell exactly where the robbers were.

At one point in the day a policeman stood in front of the bank on Baker Street, not realizing the robbers were inside.

Meanwhile, not far away, long lines of tourists were visiting Madame Tussaud's Wax Museum and the London Planetarium.

● **EXERCISE — Complex sentences** (*Students Book page no. 83*)

Part I — Written — Answer in complete sentences:

1. Who brought Sherlock Holmes to life yesterday?
2. Was Sherlock Holmes a real character or a fictional one?
3. What was his occupation?
4. Who was he created by?
5. Where was his residence?
6. What street did the bank robbers choose for their operation?
7. How did the robbers communicate with each other?
8. Who was their conversation picked up by?
9. Who was then alerted?
10. What were the police able to do?
11. During the robbery, was anyone able to tell exactly where the bank robbers were?

Part II — Oral

- a. Join answers 2, 3 and 4.
- b. Join answers 8 and 9.
- c. Join answers 10 and 11.

Supplementary Section

British folk song — I Know Where I'm Going.

Afrikaans song — I've Been Invited To Henrietta's Wedding, But I Can't Tell You When It Will Be.

Alternative Section

EXERCISE — Hidden questions

If you are somebody's friend you know quite a bit about him.

For example:

You know where he works.

You know whether/if he is married or not.

What else do you usually know about him?

EXERCISE — Hidden questions

You might invite students to tell what they would like to know about you.

Lesson 26

Hidden questions vs. direct questions The past perfect tense in hidden questions

REVIEW

Students dramatize the Introduction in Lesson 25 — At the Airport

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page 9.

- ① John met his friend Henry in a department store.
- ② Henry: I want to [].
- ③ Where []?
- ④ John: I don't know where [].
- ⑤ [] ask that clerk. He might know.
- ⑥ Excuse me, could you tell me where [] is?
- ⑦ Clerk: [].

DRAMATIZATION IN THREES

For Procedure, see page 9.

DIALOGUE — Direct questions vs. hidden questions

For Procedure, see page 58.

You remember that after the bank robbery the teller wasn't able to help the police at all. But there was a boy there at the time of the robbery who saw everything. The police questioned him at the station. This is how the conversation went:

Boy: I know **how many robbers there were**.

Officer: How many robbers were there?

Boy: There were three.

SUBSTITUTIONS

Students make their own, using items from exercises in Lesson 25. If necessary supply cue words (e.g. how old, what kind of clothing, how tall).

● LISTENING EXERCISE — Reported questions and statements

Students' books closed. Teacher plays the role of the policeman and the boy or, better still, plays a previously recorded dialogue.

Ask students to listen carefully in order to answer the questions posed at the end of the dialogue. You may want to play it through twice.

After the boy answered these questions about the robbers, the policeman asked him some questions about himself.

1. Officer: What's your name?
Boy: My name's John Brown.
2. Officer: Where do you live, John?
Boy: At 200 College Street.
3. Officer: Do you often go to that bank?
Boy: I go every day.
4. Officer: Why?
Boy: Oh, you can never tell when you'll see a bank robbery.

What did the policeman ask? What did the boy say?

He asked the boy what his name was. The boy said his name was John Brown.

● **EXERCISE — Reported statements and questions** (*The past perfect tense in hidden questions*)

Students' books open at page no. 84.

Change the direct speech in brackets into reported speech.

The tension of the robbery was too much for the bank manager. He needed a rest. When the assistant bank manager invited him to spend the weekend at his summer cottage he accepted immediately.

When he arrived at the cottage, the assistant manager's wife Shirley asked him — ("Have you had a good trip?"). Then she showed him to a spacious room at the top of the house. It overlooked the ocean. She asked him — ("Have you ever slept in a room overlooking the ocean before?") and he said — ("I've never even stayed near the ocean."). Shirley then mentioned — ("This was my late grandfather's bedroom.") and that — ("He died five years ago.").

"By the way" she said, "what's the date today?"

When he told her — ("It's November 30th.") she replied that — ("You're a very lucky man."). She explained that — ("November 30th was my late grandfather's birthday.") and that — ("He always visits this room on the night of his birthday.").

WRITTEN EXERCISE

Students copy and complete the above exercise.

SPELLING EXERCISE

Teacher reads the above exercise. Students follow and circle all words containing the /š/ sound. The Reading contains five different spellings of this sound.

FURTHER PRACTICE WITH REPORTED SPEECH

From time to time you might wish to turn back to those earlier Introductions which are dialogues and have students change them from direct to reported speech. For example, in Lesson 1 you could do the following:

LESSON 26

Picture 1 : The man asked his wife where the shoe polish was.

Picture 2 : She told him that it was in the cupboard above the stove.

This, of course, is only an exercise. People don't normally use reported speech exclusively when relating an incident. Compare the two following renditions of an incident:

1. Reported speech only

"I went up to a woman and asked her where City Hall was. She asked me if I was Polish. I asked her how she could tell. She said that I looked Polish."

2. Mixture of reported and direct speech

"I went up to a woman and asked her where City Hall was. She asked me if I was Polish. I said: 'How could you tell?' She said: 'You look it'."

The second rendition seems the more natural way of speaking.

● READING — Opening a Bank Account *(Students Book page no. 84)*

Customer: I'd like to open an account please.

Clerk: What type of account?

Customer: What types are there?

Clerk: Well, there are three types. There's a savings account, there's a chequing account, and there's a chequing-savings account.

Customer: What is the difference between these three types of accounts?

The Savings Account

Clerk: Well, the savings account pays you an interest of six* per cent yearly. The money is added to your account twice a year.

Customer: But what if I save a lot of money and my balance goes up very fast? How do you calculate the interest? Do you calculate it on my minimum balance or my maximum balance?

Clerk: We calculate the interest monthly. We calculate it on your minimum balance for that month. For example, let's say that this is your passbook:

*This may not be the current rate of interest.

| • Please have this book written up from time to time • | | | | |
|--|-------------|------------|---------|---------|
| DATE | PARTICULARS | WITHDRAWAL | DEPOSIT | BALANCE |
| Jan. 1 | Dep. | | 10.00 | 10.00 |
| Jan. 5 | Wd. | 5.00 | | 5.00 |
| Jan. 10 | Dep. | | 10.00 | 15.00 |
| Jan. 30 | Dep. | | 10.00 | 25.00 |

Your minimum balance for January is \$5.00. We calculate the interest for January on \$5.00.

LESSON 26

Customer: Can I write cheques on a savings account?

Clerk: No, but you can come in and take out the money whenever you like. You just fill out a withdrawal slip.

| | | | |
|------------------------------------|--|------------------------|--|
| NOT FOR USE OUTSIDE THIS OFFICE | | Form 21A-69 | |
| BANK OF OPPORTUNITY | | | |
| BRANCH | | DATE 19 | |
| RECEIVED FROM | | BANK OF OPPORTUNITY \$ | |
| | | DOLLARS | |
| ACCOUNT NUMBER | | SIGNATURE | |

THIS FORM MAY BE UTILIZED TO FACILITATE A TRANSFER FROM A SAVINGS ACCOUNT TO ANY OTHER ACCOUNT WITHIN THE BRANCH.

SAVINGS WITHDRAWAL

| | | | |
|--|-------|-------------------------------------|---|
| SAVINGS DEPOSIT | | Form 17A-68 | |
| BANK OF OPPORTUNITY | | 19 | |
| ACCOUNT NO. | NAME | | |
| CHEQUES AND COUPONS | | CASH | |
| | | X 1 | |
| | | X 2 | |
| | | X 5 | |
| | | X 10 | |
| | | X 20 | |
| | | X | |
| | | X | |
| | | | |
| | | CHEQUES AND COUPONS BROUGHT FORWARD | △ |
| RECEIVED IN CASH WHICH IS DEDUCTED FROM THIS DEPOSIT | | △ | |
| SIGNATURE | TOTAL | | |
| DEPOSITOR'S INITIAL | | | |

The Chequing Account

Customer: What about the chequing account?

Clerk: Oh yes, the P.C.A., the Personal Chequing Account. You pay 14 cents for every cheque you write. We pay no interest on that account, but we send you a monthly statement. This statement tells you how many cheques you have written during the month.

LESSON 26

MONTHLY STATEMENT

| | | | |
|---|-------------|----------|-----------------|
| <p style="text-align: center;">BANK OF OPPORTUNITY Main and Robert, 221 Main St. E., Sudbury, Ont.</p> <p style="text-align: center;">Mr. Arthur Calderone, 654 St. Clair, Sudbury, Ont.</p> | | | |
| Account No. | Transit No. | | Balance Forward |
| 25-31672 | 2130 | 10/08/72 | \$135.00 |
| Debits | Credits | Date | Balance |
| 10.00 | | 23 08 | 125.00 |
| 25.00 | | 27 08 | 100.00 |
| 20.00 | | 31 08 | 80.00 |
| 10.50 | | 01 09 | 69.50 |

Along with your monthly statement your cancelled cheques are sent to you every month.

CANCELLED CHEQUE

| | |
|---|---|
| <p>BANK OF OPPORTUNITY Main and Robert 221 Main St. E. Sudbury, Ont.</p> | |
| Pay to the Order of | <p style="text-align: right; margin-right: 50px;"><i>May 4/72</i></p> <p><i>Mr. W. Henry</i></p> <p><i>Ten</i> —————</p> |
| | <p style="text-align: right;">\$ <i>10</i>^{xx}/₁₀₀</p> <p style="text-align: right;">^{xx}/₁₀₀ DOLLARS</p> |
| Personal Chequing Account | <p style="text-align: center;"><i>A. CALDERONE</i></p> <p style="text-align: right;"><i>A. Calderone</i></p> |
| <p>⑆00 11200 10⑆ 02 724</p> | |

Customer: So I can have one account for my savings, and one account for my cheques.

Clerk: That's right. Or else you can have a combination chequing-savings account.

The Combination Account

Customer: What's that like?

Clerk: Well, it pays a small interest, only 3½ per cent, and we calculate the interest on your minimum six-monthly balance. For example,

let's say that on January 1 you have \$10. In February you have \$20, and by June you have \$60. We calculate the interest on \$10 for that entire six months. The money is added to your balance once every six months.

Customer: Can I write cheques on that account?

Clerk: Oh yes. You can write one cheque, free of charge, every three months, on a minimum \$100 balance. If you have \$200 you can write two cheques during that three-month period.

Customer: And what if I have only \$100 in the account but I want to write more than one cheque?

Clerk: Well, you can, but each additional cheque costs 20 cents.

Customer: Can I take money out free of charge?

Clerk: Yes, whenever you like, providing you use a withdrawal slip and not a cheque.

Customer: So the question is whether to take out a combination chequing-savings account, or a savings account along with a chequing account.

Clerk: That's right. It depends on how many cheques you write.

Customer: Well, I write quite a few cheques, so I'll take two accounts, the savings account along with the personal chequing account.

Clerk: Got your identification? — something with your signature on it?

Customer: Yes. Here's my social insurance number.

* * *

Identification is important when you go into a bank to cash a cheque. The clerk usually wants to see something with your signature on it.

One immigrant did not realize this. He went into a bank to cash a cheque but he had nothing with his signature on it. The clerk was trying to help and was willing to accept a name instead of a signature.

"Don't you have anything with your name on it?" he said.

The customer looked and looked but could find nothing. Suddenly, he picked up his hat from the counter. He looked at the hatband. There were his initials B.J. inside. To his amazement the clerk agreed to accept this as enough identification.

● **COMPREHENSION QUESTIONS** (*Students Book page no. 87*)

Circle the correct answer:

1. If you have a savings account,
 - a. you pay the bank interest.
 - ☒ b. the bank pays you interest.
2. The interest on a savings account is calculated
 - a. yearly.
 - b. monthly.
 - c. twice a year.
3. The interest on a savings account is calculated on
 - a. the smallest amount of money for that month.
 - b. the largest amount of money for that month.

4. On a savings account you can
 - a. write cheques.
 - b. withdraw money.
5. On a chequing account
 - a. you pay the bank interest.
 - b. the bank pays you interest.
 - c. no interest is paid.
6. On a chequing account
 - a. your cheques are free of charge.
 - b. you pay the bank for every cheque you write.
 - c. the bank pays you for every cheque you write.
 - d. the person who receives your cheque pays the bank.
7. On a combination account
 - a. the bank pays you less interest than on a savings account.
 - b. the bank pays you more interest than on a savings account.
 - c. the bank pays you no interest.
8. The interest on a combination account is calculated
 - a. yearly.
 - b. monthly.
 - c. twice a year.
9. On a combination account
 - a. you can write cheques.
 - b. you can't write cheques.
10. On a combination account, if you have \$400 you can write four cheques, free of charge
 - a. every month.
 - b. every two months.
 - c. every three months.
11. On a combination account, if you have \$400 and you write five cheques from January to March, you pay
 - a. nothing.
 - b. 20 cents.
 - c. 14 cents.
 - d. 40 cents.
12. If you withdraw money from a combination account, you pay
 - a. 20 cents.
 - b. 14 cents.
 - c. nothing.

DISCUSSION

1. The kind of identification needed to cash a cheque.
2. Further terms such as OD (overdraft) and NSF (not sufficient funds).
3. Bank accounts in other countries.

Supplementary Section

EXERCISE — Polite requests — “I wonder if you could . . . ”

After the robbers left the bank they drove out of town. They had a lot of problems along the way and they needed help, but they were very polite when they asked for help.

1. They wanted to get to Highway 10 but they got lost, so they stopped at a house to ask for directions. One of them said:
I wonder if you could tell me how to get to Highway 10?
2. All the money they had stolen was in their suitcase and they had lost the key. They had no money for food. One of the robbers politely asked for something to eat:
I wonder if you could . . .
3. The man said “Yes, of course,” so all the robbers came in and sat down at the table. Then one of them wanted more sugar in his tea. What did he say?
4. One of the robbers had torn his pants. What did he say?
5. The robbers wanted to get to Owen Sound but they didn’t know how. What did they say?
6. The robbers were afraid to take the suitcase full of money. They wanted to leave it in the man’s house until Saturday because they thought that by then the “heat would be off”. What did they say?
7. It was very sunny outside but the robbers didn’t have sunglasses. What did they say?
8. They wanted to borrow \$10 for gas until Saturday. What did they say?

EXERCISE — “I wonder if (whether) . . . ”

1. The robbers’ car was not a very good one. When the robbers ran out of the bank one of them said to himself:
I wonder if (whether) the car will start.
2. One of the robbers, Andre, is a bachelor. He is 40 years old and has never been married. His mother often wonders about him. What does she say? (use “ever”)
3. One of the robbers, Spiros, is going to use the stolen money to go to New York and visit his cousin. He has arranged to meet his cousin at the airport but he hasn’t seen him for 20 years. What is he thinking to himself?
4. One of the robbers, Julius, is very absent-minded. He always forgets everything. Tomorrow is his wife’s birthday. What is she thinking to herself?
5. Every year Henry goes to jail for robbery. As soon as he gets out he plans another one. This year the judge gave him 10 years in jail. What is his wife thinking to herself?

DIALOGUE — Conditional “if” vs. “if” (whether) in a hidden question

See Structure note, Lesson 25, page 143.

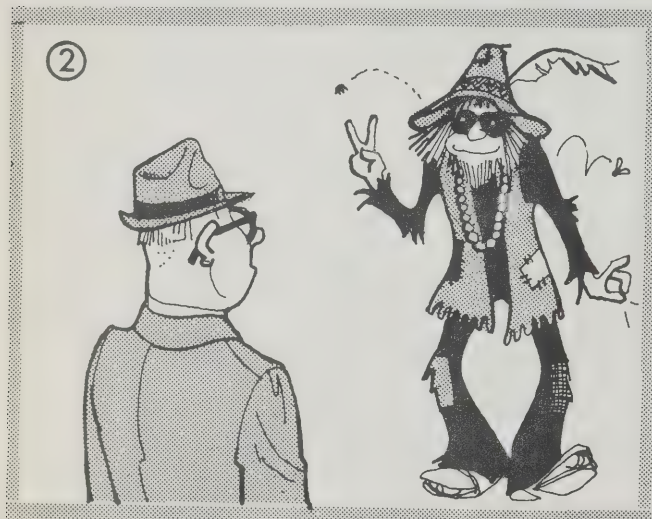
Student 1: Will the bank be open tomorrow?

Student 2: I don’t know if (whether) the bank will be open or not. If it’s open tomorrow I’ll cash my cheque.

SUBSTITUTIONS

1. **Will John come to school tomorrow?**
2. **Will the weather be good tomorrow?**
3. **Will Mary come to the party?**
4. **Will there be school tomorrow?**

Lesson 27



Lesson 27

The past continuous tense The past continuous tense vs. the simple past tense

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — A Cup of Coffee (Students Book page no. 90)

Stages: *Listening • Comprehension • Repetition • Reading • Recall*

- ① George was walking down Main Street when a young man came up to him.
- ② The young man was wearing old clothes and torn shoes.
- ③ “Would you please give me \$100 for a cup of coffee?” he said.
- ④ “Are you crazy?” said George. “A cup of coffee costs 15 cents.”
- ⑤ “But you don’t expect me to go into a restaurant in these clothes, do you?” the man answered.

PRONUNCIATION NOTES

- ① “Was” should receive weak stress. Beating out the rhythm of the clause might help.

Note the stress pattern of the phrase “cāme úp to him”.

Many people fail to add the “y” off-glide in “Main” /meyn/. As a result the word sounds almost like “men”. See “The Sound System Of English” on page 35.

- ④ “Costs” is difficult because of the final consonant cluster. Build it up gradually — “cost”, “costs”.

It is difficult to hear the difference between “fifteen” and “fifty”. Note the difference in stress and in the pronunciation of the “t” in the two words.

fifteen cénts

fifty cénts

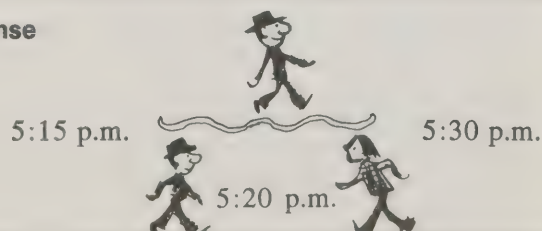
- ⑤ Students often attempt to pronounce the “th” in “clothes”, not realizing that it is silent /klowz/.

Failure to add the “y” off-glide in “these” /ðiyz/ makes it sound almost like “thiz”. See “The Sound System Of English”, page 34.

● EXPLANATION — The past continuous tense

George **was walking** down Main Street

when a young man came up to him.



EXERCISE — Past continuous for description

Have the class look at the Introduction pictures.

Put new vocabulary on the blackboard.

1. George drives everywhere. He never walks, does he?
Yes, he does — he was walking down Main Street when I saw him yesterday.
2. George doesn't wear glasses, does he?
Yes, he does — he was wearing glasses when I saw him yesterday.
3. George doesn't wear dark shirts, does he?
4. George doesn't walk very fast, does he?
5. George doesn't talk to strangers, does he?
6. (Let's call the man on the bicycle Arthur.) Arthur doesn't ride a bicycle, does he?
7. * (Let's call the young man William.) William doesn't have a beard, does he?
8. William doesn't have long hair, does he?
9. William doesn't wear glasses, does he?
10. William doesn't wear shabby clothes, does he?
11. *William is never dirty, is he?
12. William is never out of money, is he?
13. William doesn't pan-handle, does he?

*See Explanation, page 57 for note on verbs with no continuous form.

● **EXERCISE — Past continuous + “when” vs. simple past + “when”**

Students' books closed. Replace the names below by the names of students in your class.

1. George walked down Main Street yesterday. Half an hour after he started a young man came up to him. What was George doing when the young man came up to him?
George was walking down Main Street when the young man came up to him.

What did George do when the young man came up to him?
George stopped when the young man came up to him.
2. Teresa took a bath yesterday. In the middle of her bath the telephone rang. What was she doing when the telephone rang?

What did she do when the telephone rang?
3. Jack watched the hockey game last night. Fifteen minutes after the hockey game started a fire broke out in his building. What was Jack doing when the fire broke out?

What did Jack do when the fire broke out?
4. Aldo wrote a letter to his mother yesterday. Before he finished the electricity went off. What was Aldo doing when the electricity went off?

What did Aldo do when the electricity went off?
5. Henry painted his ceiling last night. A few minutes after he started someone knocked on the door. What was Henry doing when someone knocked on the door?

What did Henry do when someone knocked on the door?
6. Last weekend Richard drove to Winnipeg. In the middle of his trip his car broke down. What was Richard doing when his car broke down?

What did Richard do when his car broke down?

LESSON 27

7. Last week André had coffee with his new secretary at work. A few minutes after he sat down with her he saw his girlfriend come into the restaurant. What was André doing when his girlfriend came into the restaurant?

What did André do when his girlfriend came into the restaurant?

8. Bill played cards at work yesterday morning. A few minutes after he started the boss came in. What was Bill doing when the boss came in?

What did Bill do yesterday morning when the boss came in?

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 90)

DIALOGUE — Past continuous vs. simple past — Review of question tag — aren't you . . . ?

For Procedure, see page 58.

Student 1: How did you meet your **boyfriend Joe**?

Student 2: I was **walking down Main Street** when a young man came up to me and asked me the time.

Student 3: Then what happened?

Student 2: I said: "You're from **Bulgaria**, aren't you?"

SUBSTITUTIONS

Students make their own.

METHODOLOGY NOTE

You might stretch this dialogue by having Student 1 continue to say, "Then what happened?" so that Student 2 is encouraged to tell the whole story of a "first meeting".

DRAMATIZATION

Two people dramatize a "first meeting".

PERSONAL

You might get a volunteer to tell how he met a friend, girlfriend, boyfriend or husband, etc.

● READING — It's a Boy!

As a reader reported to Reader's Digest*:

My brother went to visit his wife and his new baby son in the hospital for the first time. On his way out the nurse gave him a booster button saying, "It's a boy!" and he proudly pinned it to his lapel. He was waiting for the elevator to take him down when an elderly woman walked by. Looking at his long hair, flowery shirt and booster button, she nodded and said: "That's a good idea. More young boys should wear those buttons."

*Reader's Digest, September 1971.

DICTATION

The preceding story might be used for dictation after the class has read it. Dictate phrase by phrase rather than word by word.

● VOCABULARY – Gestures

In the preceding story the woman “nodded her head”. Here are some other gestures:

Dramatize each one and compare them with gestures in other countries:

| | |
|------------------------|---------------------|
| She nodded her head | blinked |
| shook her head | shook her finger |
| shrugged her shoulders | clenched her fist |
| raised her eyebrow | crossed her fingers |
| winked | |

Copy and complete, using the above phrases:

1. Example: She said “yes”. She **nodded her head**.
2. “Don’t do that,” he said to the child, and he _____.
3. He was angry. He _____.
4. He didn’t believe me and he _____.
5. He said “no”. He _____.
6. She said, “I hope I get the job” and she _____.
7. He didn’t know what to say to his sister. He _____.

FURTHER USE OF INTRODUCTION PICTURES for Vocabulary

1. You were walking down Main Street yesterday. You saw George. Describe him.
2. You saw William. Describe him.

FURTHER USE OF INTRODUCTION PICTURES

for Question practice in the present perfect tense

You are on Main Street now. You knew William a long time ago. When you knew him you both lived in another city. William didn’t have a beard or long hair. He was employed and he had lots of money. Ask William some questions with “How long . . . ?”

How long have you lived in this city?

How long have you had a beard?

● WRITTEN EXERCISE – Review of tenses (Students Book page no. 91)

Use the correct tense of each verb given in the following paragraph:

It is 11:30 p.m. now. Amanda _____ television since she came home from work. So far she
1. watch

_____ more than three programs. She _____ The Young Lawyers at 5:30. She _____ The
2. watch 3. watch 4. watch

Young Doctors when her husband came home from work. As soon as he came in she ———
5. turn off

The Young Doctors and they ——— supper. After they finished supper she ——— The Young
6. eat 7. watch

Accountants. At 11 o'clock she ——— the news. Now it is 11:30 and she ——— the television
8. watch 9. turn off

because she is ready to go to bed.

Supplementary Section

STRUCTURE NOTE — “a” vs. “the”

In the following sentence we say “a” because we don’t know this young man — he has not been introduced in the story; he is no specific young man.

George was walking down Yonge Street when **a** young man came up to him.

In the following sentence we say “the” because we know this young man. He is the one who came up to George. He has been introduced and he is a specific young man.

The young man was wearing shabby clothing and torn shoes.

COMPOSITION EXERCISE — Articles — from “a” to “the” — Past continuous tense

Put the following on the blackboard:

George was walk ing down Yonge Street when a young man came up to him. The young man was wear ing shabby clothing and torn shoes . He said, “ Would you please give me \$100 for a cup of coffee? ”

Ask the class to take out the words in the boxes above and replace them with different words to make a different story. For example:

My father was sitting on the porch steps when a n old man came up to him. The old man was carry ing a yellow umbrella and a package . He said, “ .”

Alternative Section

EXERCISE — Past continuous tense for description

Nobody can ever find Joe. He doesn’t have a steady job or a permanent address. Today Bill is looking for Joe. He asks each of Joe’s friends where Joe is. These are his friends’ replies:

1. When I last saw Joe he was standing at the corner of Bloor and Spadina.
2. When I last saw Joe he was crossing Bloor Street.
3. When I last saw Joe he was going into the car lot on Bloor Street.

Continue in the same manner.

DIALOGUE — Review of “couldn’t” and “asked him to”
Past continuous tense vs. simple past tense

Remind students of the story of Jack who couldn’t sleep in Lesson 8.

Student 1: Jack couldn’t sleep last night because the people upstairs were making so much noise.

Student 2: What were they doing?

Student 1: They were **dancing**.

Student 2: What did he do?

Student 1: He went upstairs and asked them to **stop dancing**.

SUBSTITUTIONS

Students make up their own.

TELEPHONE DIALOGUE

Student 1: Hello John. This is Bill. Are you busy right now?

Student 2: I was just **watching TV but it isn’t a very good program**.

SUBSTITUTIONS

1. ... **cleaning the floor but I can finish it later**.

2. ... **having dinner but I’m finished now**.

3. ... **having a cup of tea — I’ll bring it over**.

Students make up their own further substitutions.

Lesson 28

while

REVIEW

Students recall the Introduction in Lesson 27 — A Cup of Coffee

EXERCISE — Review of the present perfect tense

William was away from home for two years. When he went home his mother was, of course, very happy to see him. But she was a bit upset by what she saw. She said:

I can see you haven't eaten for a long time.

What else did she say?

Have students make up more sentences in the above pattern. Put words from each sentence on the blackboard in preparation for the following exercise (eaten, shaved, cut your hair, etc.)

EXERCISE — Review of reported speech with past perfect

Using the cue words on the blackboard as a guide, students make up more sentences in this pattern:

She told him she could see he hadn't eaten for a long time.

EXERCISE — Review of hidden questions with past perfect

Using the same cue words, students make sentences in this pattern:

She asked him why he hadn't eaten for so long.

EXERCISE — Review of reported speech with past perfect

What did William say when his mother asked him why he hadn't shaved for so long?

He said he hadn't shaved because . . .

Ask more questions like the one above. Get as many answers (excuses) as possible for each question.

● EXPLANATION — “during” vs. “while”

In the Reading, Lesson 24, you were introduced to the preposition “during” which means “in the time that”.

Did you learn to work these machines **during** your apprenticeship or after?

“While” has the same meaning as “during” but it is a conjunction.

Did you learn that **while** you were an apprentice?

Did you learn that **while** you were working for ABC Company?

● **DIALOGUE** — “while” with future actions
Review of “until” with future actions

Students' books closed. For Procedure, see page 58.

William's mother wanted William to go with her and visit some relatives. But William had a lot of things to do first.

William: But mother, I've got to **shave** before I go.

Mother: That's all right dear. I'll wait until you { finish shaving.
've shaved.

William: But mother, it takes me a long time to shave.

Mother: That's all right dear. I'll do some sewing while you { shave.
're shaving.

SUBSTITUTIONS

These do not appear in the students' books.

1. **take a bath**
2. **wash my hair**
3. **cut my hair**
4. **press my pants**
5. **speak to my old girlfriend.**

WRITTEN EXERCISE

Students write the dialogues for numbers 1 and 2 above. (Students Book page no. 92)

● **EXERCISE** — “while”

(Students' books open at page no. 92)

William's father is not happy at all about William's way of life. “What a life you're leading!” he said to William.

Read aloud and complete each of William's father's sentences:

1. Example: While you're walking around doing nothing **other boys are getting rich.**
2. Example: While you're sitting on the sidewalk **other boys are behind desks.**
3. While you're begging for money . . .
4. While you're out with a different girl every day . . .
5. While you're living in a cold miserable room . . .
6. While you're walking around in old, shabby clothes . . .

● **READING** — **Traffic Court** *(Students Book page no. 92)*

William's father is a judge in the traffic court at City Hall. William used to go to school near City Hall, and after school he often walked over to court to wait for his father. He learned a lot about traffic violations and about human nature while he waited in the courtroom.

One afternoon William saw someone he knew in court — a young Frenchman, Pierre Lemieux. Pierre drove a little sports car — often too fast. He was charged with driving 46 miles an hour in a 30-mile-an-hour zone.

LESSON 28

A conviction meant a fine of \$18.80 (\$16 for speeding, \$2.80 for costs) and three demerit points.

The clerk read the charges.

Clerk: How do you plead?

Pierre: Not guilty.

The policeman was called to the witness stand. The clerk handed him a Bible.

Clerk: Please take the Bible in your right hand. Do you swear that the evidence you are about to give is the truth, the whole truth, and nothing but the truth?

Policeman: I do. (turning to the Judge) Your Honour, on the 18th of June, at about 2 a.m., I was southbound on Yonge Street when I observed a car, licence number 444, pass a number of cars. I paced him for well over a quarter of a mile. I stopped the car and the driver identified himself as Pierre Lemieux.

Judge (to Pierre): Do you have any questions to ask the officer?

Pierre: No, but I'd like to say something.

Pierre went up to the witness box and was sworn in.

Pierre: I am sure that I wasn't driving 46 miles an hour when the officer stopped me.

Judge: What makes you so sure?

Pierre: Well, Your Honour, you probably know that the part of Yonge Street between Davenport and Walker was in very bad shape a month ago. It was all broken up.

Judge: Yes, I'm aware of that.

Pierre: And driving 46 miles an hour on a bad road is very hard on a car.

Judge: So?

Pierre: Well, you see, that's how I know I wasn't driving 46 miles an hour. My car is old, you know, but I love her and I take care of her.

Judge: You treat her like a woman, do you?

Pierre: Exactly, Your Honour. I would never drive her so fast on such a bad road. So when the officer stopped me and offered to give me a ticket . . .

Judge (laughing): Offered?

Pierre: I told him he was mistaken. I was only driving about 35 miles an hour.

Judge: You may stand down.

Judge (smiling): That will be a \$10 fine.

Women love Pierre's French accent. So, apparently, do some judges.

William walked out with Pierre. Pierre was rather pleased. He had saved a few dollars. But his face fell for a minute when he saw his car. There on the windshield was a \$5 ticket for parking in a No Parking zone.

"Oh, that's all right," said Pierre with a shrug, "10 and five make 15. I'm still \$3.80 ahead."

Epilogue. Pierre went back for a visit to Paris some months later. He came back a changed man. Now he never speeds.

EXERCISE — Review of reported speech

1. What did he tell the judge about the road?
2. What did he tell the judge about his car?
3. What did he tell the judge about driving fast on a bad road?
4. The judge compared Pierre's car to a woman. What did the judge ask Pierre? (Begin: The judge asked . . .)

DISCUSSION

1. Some helpful facts —
 - a) The court provides interpreters.
 - b) The judge asks if the convicted person is able to pay the fine that day. If not, the judge grants him extra time.
 - c) It is not necessary to swear on a Bible. A witness can "affirm" rather than "swear". ("Do you affirm that the evidence . . . ?")
2. The demerit point system (see the Driver's Handbook, issued free by the Ontario Department of Transport, Queen's Park, Toronto).
3. Other courts — municipal and provincial.

Note: Newcomers often make repairs to their homes without realizing that for many such repairs a permit from the City Hall is required. They sometimes find themselves in court for failure to obtain such a permit.

● **VOCABULARY EXERCISE — Courtroom language**

Copy and complete the following sentences with words from this list — fine, evidence, charged, judge, not guilty, stand:

1. He was — with speeding.
2. He pleaded —.
3. He went up to the witness — after the policeman.
4. He swore on a Bible that the — he was about to give was the truth.
5. The — listened to the evidence.
6. Pierre had to pay a \$10 —.

PHRASAL VERBS

Ask students to find an example of a three-word verb in the Reading.

Supplementary Section

SONG — Whistle While You Work — from Snow White And The Seven Dwarfs.

Alternative Section

EXERCISE — “While” + past continuous tense

The answers to these questions are found in the Exercise of the previous lesson, page 158. At that time “when” was used instead of “while”.

Even if students cannot remember the situations in the previous lesson they should still be able to come up with suitable responses.

1. The phone rang only once in Teresa’s apartment yesterday but it rang at a bad time. When did it ring?
While she was taking a bath.
2. There was a small fire in Jack’s apartment building. Everyone had to leave their apartment. “What a bad time for a fire!” said Jack. When did the fire break out?
3. Yesterday the electricity at Aldo’s place went off. “What a time for this to happen!” he groaned. When did the electricity go off?
4. Henry heard a knock on the door last night. “What a time for visitors!” he grumbled. When did he hear the knock?
5. Richard’s car broke down last weekend. “What a time for this to happen!” When did his car break down?
6. André was in the restaurant yesterday. When he saw his girlfriend come in he said to himself: “What a time for her to come in!” When did she come in?
7. Bill’s boss came into his office. “Oh, my goodness,” said Bill, “he would come in at a time like this!” When did the boss come in?

CHAIN DRILL — “While you’re . . . ing”

Review of offers with “I could . . .”

Replace the names below with those of students in your class.

Mary’s husband called home to tell her he was going to bring the boss home for dinner in an hour. “What am I going to do?” said Mary. “The house is a mess and I didn’t do the shopping today. How will I have the time to do everything I have to do?” What are some of the things she has to do?

List items on the blackboard, for example:

make the beds
wash the breakfast dishes
clean the rug

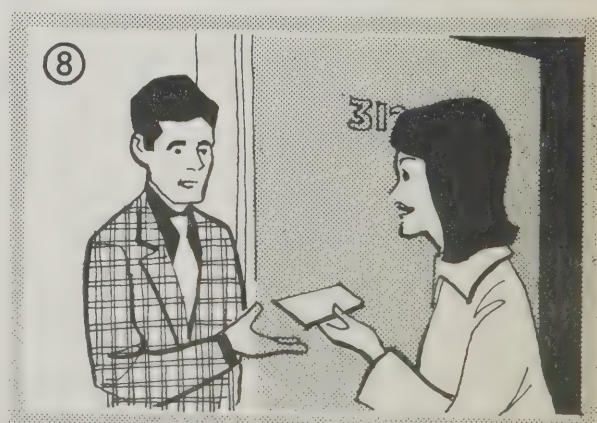
All of us here would like to help Mary get ready in a hurry. Mary, I could make the beds. George, tell Mary what you could do while I’m making the beds.

George: **I could clean the rug while the teacher’s making the beds.**

Peter: **I could wash the dishes while George is cleaning the rug.**

Students continue the chain.

Lesson 29



Lesson 29

May I . . . ?

Could I . . . ?

Modals (can, could, may, would) in reported speech

Do you mind waiting while . . . ?

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — At the Dance

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Bill went to a dance.
- ② One girl caught his eye.
- ③ “Would you like to dance?” he said.
- ④ After the dance he wanted to talk to her. “May I join you?” he asked.
- ⑤ “Could I drive you home?” he said, when the dance was over.
- ⑥ He said good night outside her apartment.
- ⑦ “I enjoyed the evening,” Bill said. “Could we have coffee together some time?”
- ⑧ “Yes. That would be nice,” said Mary. “Here’s my phone number.”

● EXPLANATION

Asking for permission

Direct speech

Reported speech

- | | |
|--|---|
| 1. Informal “ Can I borrow your dictionary?” | He asked if he could borrow . . . |
| 2. More formal than “can” “ Could I drive you home?” | He asked if he could drive her home. |
| 3. Formal “ May I join you?” | He asked if he could join her. |

“Would”, like “could”, does not change in reported speech.

“**Would** you like to dance?” He asked her if she **would** like to dance.

EXERCISE — “Could we . . .”

Have students suggest alternate lines for line 7 in the Introduction beginning “Could we . . .”

DRAMATIZATION

You might put cue words on the blackboard:

He wants to dance, join her, drive her home, see her again,
and dramatize the situation. This dramatization would give the class an opportunity to practise different ways of saying "Yes" and "No", e.g.

Bill: Would you like to dance?

Girl: Yes.

or

I'm a little tired right now.

Bill: May I join you?

Girl: Please do.

EXERCISE — Modals in reported speech

Students look at the Explanation above. Then they turn to the Introduction and change each line of direct speech into reported speech.

John asked the girl if . . .

● EXERCISE — "Do you mind (Would you mind) waiting . . . ? Review of "while"

Students' books closed.

While Bill was driving Mary home he made a lot of stops on the way.

1. He had to stop and buy a newspaper. What did he say and what did Mary say?

Bill: Do you mind waiting while I buy a newspaper?

Mary: No, not at all; go right ahead.

2. He had to stop and make a phone call. What did he say and what did Mary say?

Bill: Do you mind waiting while I make a phone call?

Mary: No, not at all; go right ahead.

3. He had to stop and buy some cigarettes. What did he say and what did Mary say?

4. He had to stop at a friend's house and give his friend a message. What did he say and what did Mary say?

5. He had to stop at another friend's house and pick up a book.

6. He forgot to buy matches. He had to stop and get some matches.

7. It started to rain. He had to stop and borrow an umbrella.

8. He remembered he didn't have any eggs in his house for breakfast the next morning. He wanted to stop and buy some. What did he say? This time Mary didn't want him to stop. What did she say?

RECALL — Review of "He wanted her to . . ."

Students make up more sentences in this pattern:

He wanted her to wait while he bought a newspaper.

EXERCISE — Review of hidden questions

When Mary got home her mother asked her about Bill. She said:

Do you know how old he is?

Do you know where he works?

What else did Mary's mother say?

EXERCISE — Review of hidden questions with past actions

Teacher: Last year I went out with someone and his (her) mother wanted to know everything about me. What did she want to know?

● **READING — Calling for a Date** (*Students Book page no. 96*)

Bill called Mary up one evening a few days later.

Mary: Hello.

Bill: Hello, could I please speak to Mary?

Mary: Speaking.

Bill: This is Bill Martin. I met you last week at the Y dance.

Mary: Oh yes Bill, how are you?

Bill: Not bad, thanks. How are you?

Mary: A bit tired. I just got in from work half an hour ago.

Bill: Do you work overtime a lot?

Mary: Not usually, but about this time of year we get pretty busy in the office.

Bill: What are you doing now?

Mary: I'm watching a movie on TV — Two Women with Sophia Loren.

Bill: Yes, I saw that a few years ago.

Mary: I missed it when it was playing here. It's a good movie but I don't care for dubbing. I prefer sub-titles.

Bill: So do I. Speaking of movies, have you seen Dr. Zhivago yet?

Mary: No, but I hear it's pretty good.

Bill: How would you like to see it?

Mary: That would be nice.

Bill: How about Friday night?

Mary: I'm sorry, but I'm busy Friday evening. I have a meeting at work.

Bill: What evening are you free?

Mary: Thursday or Saturday.

Bill: Let's make it Thursday. I'll call for you around 7.

Here is another possible ending:

Bill: How would you like to see it?

Mary: That would be nice.

Bill: How about Friday?

Mary: Fine.

Bill: Good. I'll call for you around 7.

Here is a third possible ending:

Bill: How would you like to see it?

Mary: Well, to tell you the truth, I'm back with my old boyfriend and I'm not seeing anyone else.

Bill: I understand. Well, maybe we'll run into each other again some time. Bye for now.

DISCUSSION

1. Canadian parents let their teenagers go out alone at night. Did your parents let you go out alone at night?
2. What are other differences between the life of Canadian teenagers and the life of teenagers in your native country?
3. How many days in advance do Canadian men usually call to ask a girl to a movie or dinner?
4. Is it the same in your country?
5. Where you are from, do men usually pick the girl up at her home or meet somewhere else?

• EXERCISE — Review of reported speech (*Students Book page no. 96*) — Complex sentences

Part I — Written — Answer in complete sentences:

1. What was Mary doing when Bill called her?
2. What did he ask her about Dr. Zhivago? (see . . . yet)
3. What did she say?
4. What did he ask her then?
5. Why did she say she couldn't make it Friday evening?
6. What day did they agree to go?
7. What did Bill tell Mary about picking her up?

Part II — Oral

- a. Join answers 3 and 4 with "when".
- b. Join answers 5 and 6.

DIALOGUE — Review of the past continuous tense

Bill calls Mary almost every day now. He always asks her what she's doing.

Bill: What are you doing, Mary?

Mary: I'm **watching TV**.

Bill: You were watching TV when I called yesterday.

Mary: Well, they have a lot of good programs on this week.

SUBSTITUTIONS

Students make up substitutions.

FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page no. 7.

1. Picture (2) Look at the left-hand side of the picture. The man is holding his foot. Ask "why?"
Answer the question by telling what has just happened.
2. Compare this man with his dancing partner in size.

3. Compare them in height.
4. Compare them in weight.
5. Bill is about to do something. Ask "What?"
6. Picture ③ Look at the couple dancing. Are they enjoying themselves?
7. Picture ④ Look at the woman dancing. What can you say about her?
8. Compare her with her partner in size.
9. Compare them in height.
10. Compare them in weight.

Alternative Section

● **EXERCISE — Asking for permission with "Could I . . . ?"** (*Students Book page no. 97*)

1. Ask your boss for the day off work tomorrow.
Could I have the day off tomorrow?

Discuss possible responses to each request and list them on the blackboard. For example:

Yes, of course . . .

or

I'm sorry, but . . .

2. You are making a table. John has a saw. You would like to borrow it for an hour. What do you say to him?
3. You would like to borrow Anna's dictionary for a minute. Ask her.
4. Your friend has an interesting magazine that you would like to borrow. Ask him for it.
5. You are working on a job. You have a problem. You would like to speak to your boss for a few minutes. Ask him.
6. You were absent from school yesterday and would like to have a look at George's notes. Ask him.
7. You would like to leave work early on Monday. You have an appointment. Ask your boss for permission.

● **WRITTEN EXERCISE — "Could I . . . ?"**
— **"could" in Reported Speech**

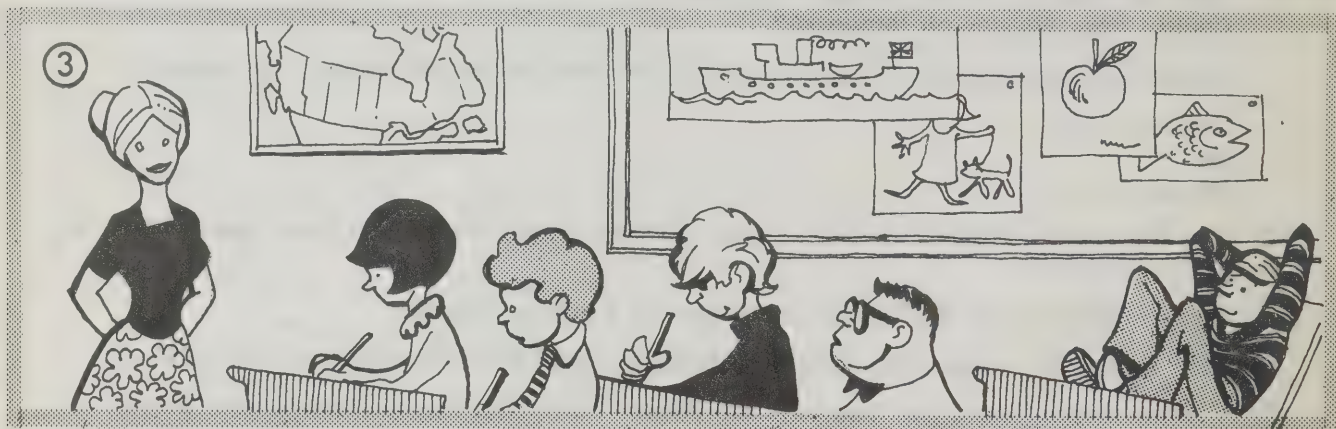
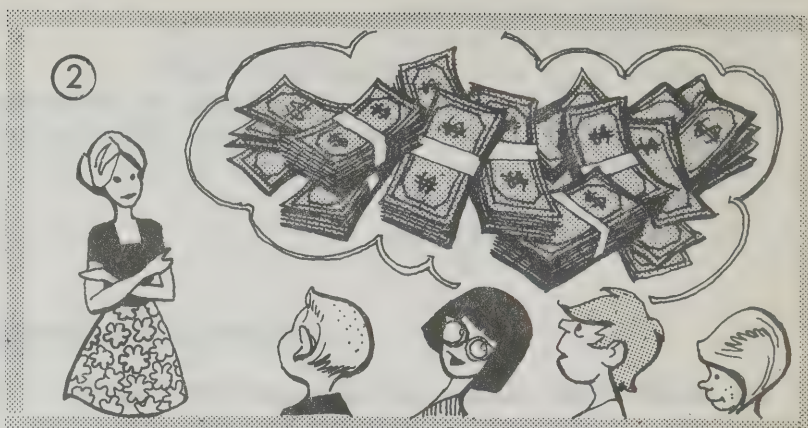
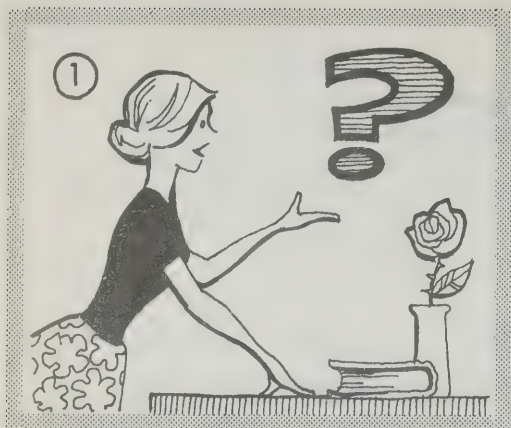
Write two responses to each number in the exercise above — direct speech and reported speech.

Example:

Could I have the day off tomorrow?

I asked my boss if I could have the day off.

Lesson 30



Lesson 30

"I would (do) if . . ."

REVIEW

Students recall the Introduction in Lesson 29 — At the Dance

● INTRODUCTION — A Million Dollars

Stages: *Listening • Comprehension • Repetition • Reading • Recall*

- ① A teacher asked her class to write a composition in answer to this question:
- ② "What would you do if you had a million dollars?"
- ③ Everyone began to write except Johnny.
- ④ He just sat back with his arms folded.
- ⑤ The teacher came up to Johnny.
- ⑥ "Johnny," she said, "I want you to write about what you would do if you had a million dollars."
- ⑦ "This is exactly what I would do," he answered. "I would sit back and watch everyone else work."

PRONUNCIATION NOTES

- ② "Would" should receive weak stress only. Check that it is not overly stressed.

In "would", Greek students often insert an /n/ before the /d/. This error or the one above, and certainly both in combination, may lead to confusion between "would" and "wouldn't". See "The Sound System Of English", page 21.

Some students will have difficulty in pronouncing the initial /w/ in "would". See "The Sound System Of English", page 28.

● EXPLANATION — Conditional clauses with "if"

In the sentence below the action in the "if" clause is **possible** (see Lesson 18). It is possible that the speaker will capture the city.

If we capture your city, we will destroy it completely.

In the sentence below the situation in the "if" clause is **unreal** or contrary to fact. The speaker doesn't have a million dollars. Notice the use of the past tense form in this kind of "if" clause.

If I **had** a million dollars I would sit back.

I wouldn't work anymore.

The modal "would" is sometimes contracted in speech.

If I had a million dollars, I'd sit back.

The main clause can come before the "if" clause.

We will destroy your city completely if we capture it.

I would sit back if I had a million dollars.

EXERCISE – “would” and “wouldn’t”

Choose either A or B.

A.

1. What would you do if you had a million dollars?
I would retire to a Greek island.
 What wouldn't you do?
I wouldn't get up before noon.
2. If you were Prime Minister?
3. If a woman came up to you on the street and kissed you?
4. If you could cut out one day of the week?
5. If you could cut out one month of the year?
6. If you weighed 300 lbs.?
7. What would happen if people talked only about what they understood? (Max Lerner once remarked that if this happened, the silence would be unbearable.)
8. If a mouse ran into this room?
9. If your canoe capsized?
10. If you got caught in a storm outside?
11. Tell us something you would do if you could.
12. Tell us something you wouldn't do if you didn't have to.

B.

If you could make your own country, where would you put it?
 what would you call it?
 what kind of industries would you have?
 what kind of climate would you have?
 etc.

Discuss the items above briefly with the class; then divide the class up into groups. Each group makes decisions about each item and then presents its views orally to the rest of the class.

● EXERCISE – “would . . . if”

Students' books closed. Replace the names below by the names of students in your class.

1. Mr. Carmen doesn't have a liquor licence in his restaurant. That's why Bill doesn't eat there very often. Mr. Carmen asked him why he didn't eat there more often. What did Bill say?
If you had a liquor licence I would eat here more often. or
I would eat here more often if you had a liquor licence.
2. Because he doesn't have a liquor licence, Mr. Carmen doesn't do as much business as he would like to. His son asked him why he wanted a licence. What did he say?
3. George doesn't have time to shovel the snow or mow the lawn. His wife asked him why he didn't want to buy a house. What did he say?
4. Bill goes to bed very late. That's why he never feels well. He often complains about not feeling well. What do you say to him?
5. Aldo can't dance. That's why he doesn't enjoy himself very much at weddings. His brother thinks that he should learn how to dance. What does he say to Aldo?
6. Gino doesn't know how to swim. That's why his cousin won't let him take his canoe. What does his cousin say when Gino asks for it?

● **EXERCISE — “wouldn’t . . . if”**

1. George doesn’t like to wear his glasses. That’s why he gets headaches when he reads. What does his mother say when he complains?
If you wore your glasses, you wouldn’t get headaches. or
You wouldn’t get headaches if you wore your glasses.
2. George gets up late in the morning. That’s why he always has to rush to work. What does his boss say when he runs in short of breath?
3. George doesn’t take vitamin pills. His mother thinks that’s why he catches so many colds. What does she say every morning at breakfast?
4. George is very tense. His girlfriend thinks that’s because he drinks so much coffee. What does she say when he orders a double espresso?
5. George eats chocolate bars all the time. That’s why he gets so many cavities. What does his dentist tell him every six months?

WRITTEN EXERCISE

Students write answers to the two exercises above. (Students Book page no. 100)

● **KEEP SMILING** *(Students Book page no. 100)*

Lady Astor was arguing with the famous writer George Bernard Shaw.
“If you were my husband,” she shouted,
“I would give you poison.”
“And if I were your husband,” he replied,
“I would take it.”

● **EXPLANATION**

In careful speech we use “were” for all persons:

If I **were** your husband . . .

If he **were** Prime Minister . . .

However, we often use “was” instead:

If I **was** your husband . . .

If he **was** Prime Minister . . .

“Joke” EXERCISE — If I were . . .

In many languages we find jokes about people who are unlucky. Here is one:

If I were a candlemaker the sun would never set.

Ask the students to repeat the following “if” clauses and try to complete them in the same fashion as the above joke.

“If I were a dentist . . .” (doctor, translator, car salesman, TV repairman, etc.)

● **COMPREHENSION EXERCISE** (*Students Book page no. 100*)

Circle the statements which are true:

1. If Johnny had a million dollars he would sit back and watch everyone else work.
 - a. Johnny has a million dollars.
 - ☒ b. Johnny doesn't have a million dollars.
 - c. Johnny sits back and watches everyone else work every day.
2. Mary wouldn't cough all day if she didn't smoke so much.
 - a. Mary coughs all day.
 - b. Mary doesn't smoke.
 - c. Mary smokes.
3. If he didn't need the money, Bill wouldn't work overtime.
 - a. Bill doesn't need the money.
 - b. Bill needs the money.
 - c. Bill doesn't work overtime.
4. They wouldn't vote for that politician if they didn't think he was an honest man.
 - a. They think he is an honest man.
 - b. They vote for him.
 - c. They don't vote for him.
5. She wouldn't have to spend so much money on repairs if she didn't drive so poorly.
 - a. She has to spend a lot on repairs.
 - b. She drives well.
 - c. She doesn't drive well.
6. If I couldn't drink wine with my meals I would be very unhappy.
 - a. I like to drink wine with my meals.
 - b. I can't drink wine.
 - c. I'm unhappy when I drink wine.
7. If this restaurant didn't have a liquor licence I wouldn't eat here as often as I do.
 - a. This restaurant has a liquor licence.
 - b. This restaurant doesn't have a licence.
 - c. I don't eat here often.
8. If Bill got up earlier he wouldn't have to rush to work.
 - a. Bill gets up early enough.
 - b. Bill doesn't get up early enough.
 - c. Bill doesn't have to rush to work.
9. If Bill were more honest I would lend him the money.
 - a. Bill is very honest.
 - b. He isn't very honest.
 - c. I'm going to lend him the money.
 - d. I'm not going to lend him the money.
10. If Bill couldn't swim well I wouldn't let him go water-skiing.
 - a. I don't let him go water-skiing.
 - b. Bill goes water-skiing.
 - c. Bill can't swim very well.

LESSON 30

● **READING — Legal Aid in Ontario: Questions People Ask** (*Students Book page no. 101*)

1. What would I do if I needed a lawyer but couldn't afford to pay his fees?

You could apply for legal assistance. Under the Ontario Legal Aid plan every resident in Ontario may apply for legal assistance.

2. Where would I go to apply?

You could go to the Legal Aid office in your community. The telephone number is listed in the directory under Legal Aid. At the Legal Aid office you would fill out an application form and be given an interview.

It is also possible to make application for Legal Aid through any lawyer in the province.

3. Would the government pay all the legal fees?

That would depend on your financial position. The Legal Aid office would investigate your income, expenses and capital assets (home, car, etc.). Sometimes they pay all or only part of the lawyer's bill. Sometimes they decide the applicant can afford to pay the entire bill himself.

4. Would the Legal Aid office give me a lawyer?

No, they do not provide lawyers. If you qualified for legal aid, they would give you a Legal Aid Certificate. You would take this certificate to any lawyer you wanted, provided he were registered with legal aid. Most lawyers in the province are registered.

No one, except you and your lawyer, would know that you had received legal aid.

5. What would I do if I were already under arrest and didn't have a lawyer?

Ask to speak to the lawyer that is called the duty counsel. There are duty counsels at most Family, Juvenile and Provincial Courts. The duty counsel will tell you what your legal rights are and help you apply for an adjournment or for bail.

He also has the necessary application forms for legal aid.

The pamphlet entitled *Your Rights Under The Ontario Legal Aid Plan* is available in English, French, Italian, German, Polish, Finnish, Ukrainian, Slovak from the Legal Aid office in your city.

● **COMPREHENSION EXERCISE**

Are the following statements true or false? Circle the correct answer:

- | | | |
|--|---------------------------------------|-----------------------------|
| 1. Anyone who lives in Ontario can apply for legal aid. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 2. You have to go down to the Legal Aid office to apply. There is no other way. | <input type="radio"/> True | <input type="radio"/> False |
| 3. Legal Aid will always pay all of your lawyer's fee. | <input type="radio"/> True | <input type="radio"/> False |
| 4. You are free to choose any lawyer you want. | <input type="radio"/> True | <input type="radio"/> False |
| 5. You are free to choose any lawyer you want, provided he is registered with Legal Aid. | <input type="radio"/> True | <input type="radio"/> False |

LESSON 30

- | | | |
|---|------|-------|
| 6. Only you and your lawyer will know that you have received legal aid. | True | False |
| 7. If you are already under arrest, you can't apply for legal aid. | True | False |

● EXPLANATION

In speech we often use "as long as" or "so long as" instead of "provided that".

You can go to any lawyer as long as he's registered.

In the early days of automobiles Henry Ford said, "You can have any colour Ford you like as long as it's black."

VOCABULARY — More noun-forming suffixes

For recognition purposes, you might like to show your class that some nouns are formed in the following way:

| Verb | Noun | Noun (person) |
|-----------------------------|------------|-----------------------|
| reside (Lesson 25, Reading) | residence | resident |
| assist | assistance | assistant (Lesson 26) |

Make sentences such as the following for the class to complete:

1. Sherlock Holmes was a ——— of Baker Street.
2. The ——— bank manager invited the bank manager to his cottage for the weekend.
3. The Legal Aid office ——— people who can't afford to pay a lawyer.
4. The Legal Aid office gives ——— to people who can't afford to pay a lawyer.

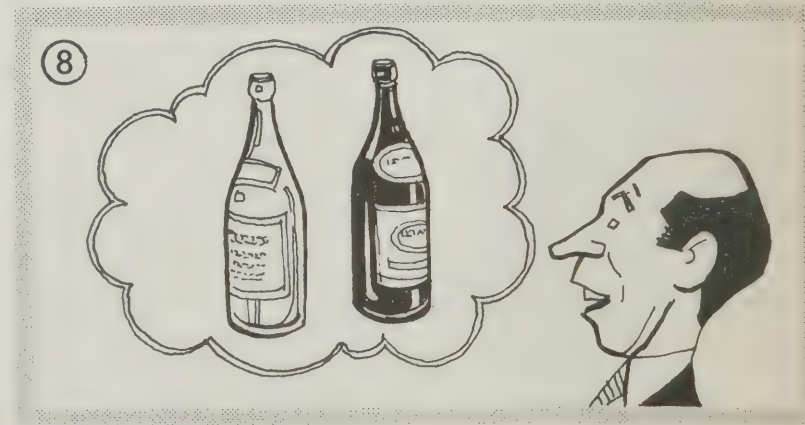
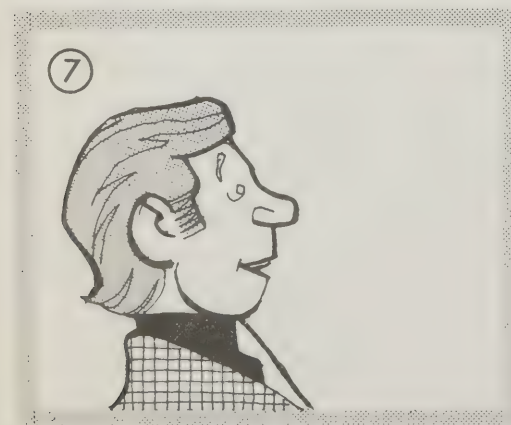
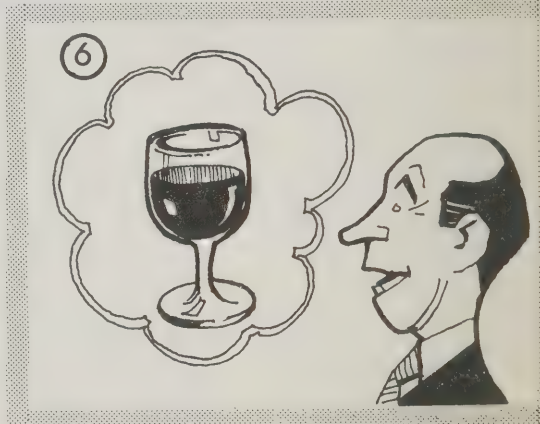
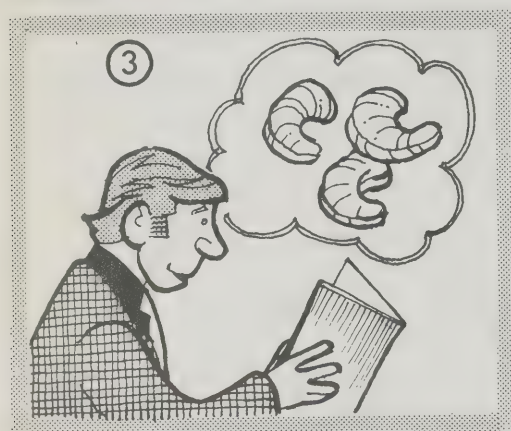
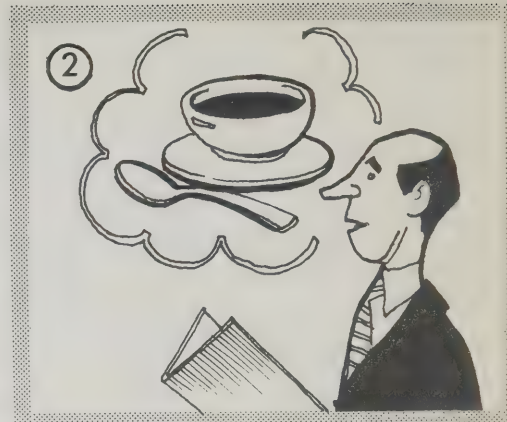
FURTHER USE OF INTRODUCTION PICTURES

For Procedure, see page no. 7.

Supplementary Section

SONG — If I Were A Rich Man, from the musical 'Fiddler On The Roof.'

Lesson 31



Lesson 31

wish

REVIEW

Students dramatize the Introduction in Lesson 30 — A Million Dollars

● INTRODUCTION — Garlic Shrimps (*Students Book page no. 104*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Joe:** What are you having?
- ② **Jack:** Well, to start with, some soup.
- ③ **Joe:** Say, these garlic shrimps look good.
- ④ **Jack:** They are. Why don't you try some?
- ⑤ **Joe:** I wish I could, but I have an important meeting this afternoon. I'll have some plain shrimps instead.
- ⑥ **Jack:** Let's have some wine. It's on me today.
- ⑦ **Joe:** Fine.
- ⑧ **Jack:** Would you rather have a white wine or a red wine?

● EXPLANATION

The verb that follows "wish" is in a "past tense" form:

I wish that I **had** a million dollars.

"That" is often omitted:

I wish I **had** a million dollars.

The "past tense" form after "wish" indicates unreality.

I wish I **had** a million dollars (but I don't have it).

I wish I **could** try garlic shrimps (but I can't).

I wish I **didn't** have to get up early tomorrow (but I have to).

In careful speech we use "weren't" after "wish" for all persons.

(See Explanation, page 177).

I wish he/I **weren't** so tired.

● EXERCISE — "wish"

Students' books closed. Replace the names below by the names of students in your class. You might prefer to interlace this exercise with the one following it, rather than doing each separately.

1. John would like to order an expensive wine but he doesn't have enough money on him. What does he wish?
He wishes he could order an expensive wine. or
He wishes he had enough money on him.

LESSON 31

2. Joe doesn't have a car. He doesn't like walking, taking the bus, or taking the streetcar. What does he wish?

He wishes he had a car.

Teacher: What do you wish you had that you don't have?

3. Bill likes dili pickles but he has an ulcer. What does he wish?

Teacher: What do you wish you didn't have that you have?

4. Bill lives next door to a Spanish girl. He would like to talk to her but he can't speak Spanish and she can't speak English. What does Bill wish?

Teacher: What do you wish you could do that you can't?

5. Armando eats in the restaurant. He likes to eat at home but he doesn't know how to cook and his girlfriend doesn't know how to cook either. What does he wish?

Teacher: What do you wish you knew that you don't know?

6. Anna likes to sleep in late in the morning but she has to get up early and go to work. What does she wish?

Teacher: What do you wish you didn't have to do that you have to do?

7. Mary's sister likes spaghetti but she is on a diet. What does she wish?

8. Rosa likes to eat a lot but she is in a hurry today. What does she wish?

RECALL EXERCISE — Review of conditional with "would"

1. Why does John wish he had more money on him?

If he had more money on him he would order an expensive wine.

2. Why does Joe wish he had a car?

If Joe had a car he wouldn't have to walk, take the bus or take the streetcar.

WRITTEN EXERCISE

Students write answers to the first exercise. (Students Book page no. 104)

EXERCISE — "wish" + "were"

1. My neighbour is very quiet.
You're lucky! I wish my neighbour were quiet.
2. My wife is a good cook.
3. My landlady is very nice to me.
4. My neighbours aren't noisy.
5. My friends are very honest.
6. My wife is very considerate.
7. My husband is never home.

Do you ever wish you were different? In what ways?

Do you ever wish you were someone else? Who?

● **EXPLANATION**

“Wish” is often followed by “would” or “wouldn’t”.

1. The man upstairs is making a lot of noise. I wish he **wouldn’t** make noise (but he will, he wants to).
2. I wish he **would** stop (but I think he won’t, i.e., he doesn’t want to, or he doesn’t intend to).
3. The walls in this room are dirty. I wish the landlord **would** paint them (but I think he won’t.)

● **EXERCISE — “wish” + “would”**

Students’ books open at page no. 105.

Andrew lives in an old dilapidated house. It needs a lot of repairs. The paint in the kitchen is peeling; the roof is leaking; the plumbing doesn’t work and a new furnace is needed. Some of the electrical outlets don’t work either. Andrew is paying a high rent and he is not a handyman. What are all the things that Andrew wishes the landlord would do?

Teacher: What do you wish the landlord would do in your building?

What do you wish the government would do?

● **READING — Three Wishes** (*Students Book page no. 105*)

1.

“Why do we always wish for things we don’t have?”

“Well, what else is there to wish for?”

2.

Oscar Wilde was a famous wit and writer. One day he was at a party with another writer. This writer often stole ideas and material from other writers. At one point in the evening, Oscar Wilde made a very funny joke.

“That was very funny,” said the other writer. “I wish that were my joke.”

Oscar Wilde answered: “Don’t worry, one day it will be.”

3.

A famous singer was sitting in a restaurant near the Metropolitan Opera House in New York. This singer had a beautiful voice but was very, very overweight. Her friends wished she wouldn’t eat so much.

In front of her was an enormous steak. Just as she was going to sink her teeth into it, the door opened. In came the great tenor Caruso. He walked up to her table.

“Stena,” he said, “you’re not going to eat that big steak alone, are you?”

“No, no,” said the singer, “no, not alone; with potatoes.”

DICTIONATION

You might dictate one of the above jokes.

• MENU

SANDWICHES
Plain or Toasted

| | |
|---------------------------------------|-----|
| Canadian Cheese, plain | .45 |
| Fried Egg | .45 |
| Fried Ham | .60 |
| Western | .70 |
| Egg Salad | .50 |
| Fried Bacon | .60 |
| Salmon | .75 |
| Tomato & Lettuce | .45 |
| Grilled Cheese | .45 |
| Minced Ham & Relish | .60 |
| Cold Beef | .70 |
| Corned Beef on Rye | .70 |
| Salami on Rye | .60 |
| Sliced Chicken (all white meat) | .80 |
| Tuna Salad | .60 |
| Peanut Butter | .50 |

3 DECKERS

| | |
|----------------------------|------|
| California Special, | |
| Ham, Tomato & Cheese | 1.30 |
| Club House, | |
| Chicken, Bacon, Tomato | |
| & Mayonnaise | 1.50 |

PLATE COMBINATIONS
Served with French Fried Potatoes,
Toast or Bread or Roll & Butter

| | |
|-------------------------------------|------|
| Grilled Top Cut Sirloin Steak, | |
| with Fried Onions | 2.10 |
| Grilled Round Cured Ham Steak, | |
| Hawaiian Pineapple Ring | 2.10 |
| Pork Sausages | 1.50 |
| 2 Pork Chops | 2.10 |
| Breaded Milk-fed Veal Cutlet | |
| with Tomato Sauce | 1.70 |
| Grilled Beef Liver with Bacon | 1.40 |
| Pan-fried Mushroom Caps on | |
| Toast with Bacon | 1.50 |

REAL ITALIAN SPAGHETTI

| | |
|---------------------------------|------|
| Spaghetti with Meat Sauce | 1.35 |
| Spaghetti with Meat Balls | 1.55 |
| Spaghetti with Mushrooms | 1.55 |

SIDE ORDERS

| | |
|--|-----|
| Hot Crispy French Fried Potatoes | .35 |
| Dill Pickles | .30 |
| Cole Slaw | .30 |
| Chef Salad | .40 |

SALADS

Served with Bread & Butter or Roll

| | |
|---------------------------------|------|
| Tuna & Diced Celery with Potato | |
| Salad, Garden Greens | 1.25 |
| Red Sockeye Salmon Salad with | |
| Potato Salad Garnish | 1.40 |
| Chicken Salad Deluxe | 1.40 |
| Cold Ham, Potato Salad | 1.30 |

EGGS & OMELETTES

Served with French Fried Potatoes
Toast or Bread or Roll & Butter

| | |
|-------------------------------------|------|
| Grilled Ham or Bacon & 2 Eggs | 1.10 |
| Grilled Sausages & 2 Eggs | .95 |
| 2 Eggs, any style | .75 |
| Ham, Cheese, Tomato or | |
| Western Omelette | 1.30 |

WHEAT CAKES

| | |
|-----------------------------------|------|
| Wheat Cakes, Syrup & Butter | .80 |
| with Ham or Bacon | 1.05 |

SUNDAES

| | |
|---------------------------|-----|
| Banana Split | .70 |
| Fresh Fruit Sundae | .65 |
| Strawberry Sundae | .65 |
| Butterscotch Sundae | .55 |
| Chocolate Sundae | .55 |
| Plain Ice Cream | .25 |

SODAS 50¢

| | |
|----------------------------------|--|
| Strawberry — Chocolate — Vanilla | |
| Coca-Cola — Orange | |

MILK SHAKES

| | | | |
|--------------------------|-----|-------|-----|
| Milk Shakes | .45 | to go | .55 |
| Malted Milk Shakes | .55 | to go | .60 |

BEVERAGES

| | |
|---------------------------|-----|
| Tea, Coffee or Milk | .15 |
| Hot Chocolate | .20 |
| with Milk | .30 |
| Soft Drinks | .15 |
| Fresh Lemonade | .35 |
| large | .30 |

DESSERTS

| | | |
|----------------------------|------|-----|
| Fruit Salad | .25, | .40 |
| Pies, per cut | .35 | |
| with Ice Cream | .50 | |
| Jello, Whipped Cream | .30 | |
| Rice Pudding | .30 | |

VOCABULARY — Menu items

— Vocabulary for locating items in columns

As students look at the menu, they will want to know the meaning of particular items. Because they may not know the pronunciation you may have trouble identifying the item. Show them how to locate items using this kind of vocabulary:

- right hand column, third down
- left hand column, second up from the bottom

DRAMATIZATION

You might play the role of the waitress, and your students the customers. In this way you can familiarize your students with terms such as: "everything on it?", "plain or toasted?", "How would you like it done?" (rare, medium, well done).

FURTHER USE OF INTRODUCTION PICTURES — Review of hidden questions

List the following question words on the blackboard:

| | |
|--------------|----------|
| what kind of | which |
| how much | who |
| whose | how long |
| what time | |

Students use the question words to make up more sentences like the following:

I don't know what kind of soup Jack ordered.

I don't know how much the meal cost.

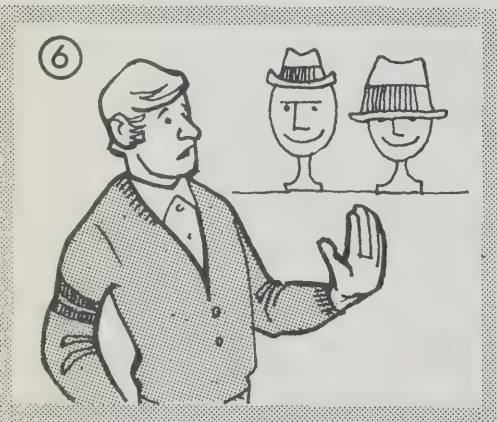
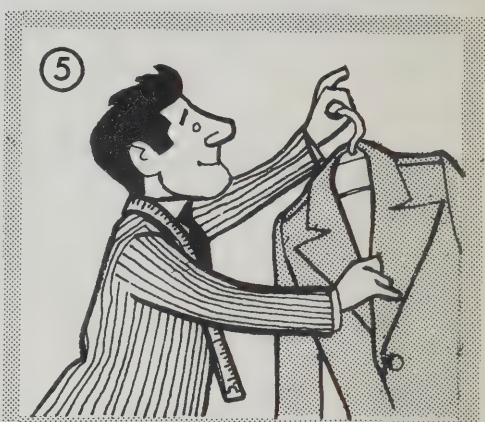
I don't know whose glasses those are.

It is especially important for students to practise "whose" in hidden questions since in Lesson 34 they are introduced to "whose" as a relative pronoun.

Supplementary Section

STORY — Folk tale, The Three Wishes. *Direct English Conversation* by R. J. Dixon. Latin American Institute Press, Inc., New York.

Lesson 32



Lesson 32

The relative pronoun as subject

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — Buying A Suit

Stages: *Listening • Comprehension • Repetition • Reading • Recall*

- ① **Peter:** I'd like to look at your suits.
- ② I want something that doesn't wrinkle easily.
- ③ **Salesman:** What size do you usually wear?
- ④ **Peter:** I take a 34 trouser and a 40 jacket.
- ⑤ **Salesman:** Here's one (that) we just got in today.
- ⑥ **Peter:** No, that one's a little too plain. Do you have anything in a check or a stripe?
- ⑦ **Salesman:** Here's a nice check in a two-button model.
- ⑧ **Peter:** This looks good, but don't the sleeves need to be shortened?
- ⑨ **Salesman:** Yes, they would look better if they were shortened half an inch.

● EXPLANATION

The following question:

What kind of suit do you want?

can be answered with an adjective:

I want a **wool** suit.

or an adjective clause:

I want a suit **that doesn't wrinkle easily.**

Adjective clauses are sometimes called relative clauses.

The relative pronoun "that" refers to a person or thing:

I would like to see **the salesman that** speaks Italian.

I want **a suit that** doesn't wrinkle easily.

The relative pronoun "who" refers only to a person:

I would like to see **the salesman who** speaks Italian.

Common Error: I want a suit ^{that}~~what~~ doesn't wrinkle.

In sentence 2, below, the subject is "it".

In sentence 3, "it" is replaced by "that" as the subject.

1. I want a suit.

2. **It** doesn't wrinkle easily.

3. I want a suit

that doesn't wrinkle easily.

Common Error: I want a suit ~~it~~ doesn't wrinkle easily.

Another relative pronoun used in writing is “which”. It refers only to things, not people.

If the doctor does not belong to the Ontario Health Insurance Plan, there will be a sign **which says so** in his office.

● **TRANSFORMATION EXERCISE — Relative pronouns, “who” and “that”**

Students’ books open at page no. 109.

1. I bought a suit. It doesn’t wrinkle easily.
I bought a suit that doesn’t wrinkle easily.
2. I bought some shirts. They don’t need to be ironed.
I bought some shirts that don’t need to be ironed.
3. I bought some material. It can be washed by hand.
4. I bought a dress. It doesn’t need to be ironed.
5. I found a dentist. He can give me an appointment right away.
6. I met a girl. She knew my brother in Greece.
7. There is a student in our class. She speaks nine languages.
8. I have a rug. It can be washed in the machine.
9. I bought a shirt. It doesn’t need to be ironed.
10. I bought a sweater. It needs to be washed by hand.

WRITTEN EXERCISE

Students write answers to the above Exercise.

●
The relative pronoun goes beside the word it modifies.

Which salesman was helping you?

The salesman who speaks Italian was helping me.

● **EXERCISE — “The one who ...”**

Students’ books open at page no. 109.

Add some information about each person in the following sentences:

1. Two brothers were in business. One owned a butcher shop. One owned a grocery store.
The one who owned a butcher shop was a vegetarian.
The one who owned a grocery store hated vegetables.
2. Two brothers were in business. One was a barber. One was a dentist.
3. Two sisters were in business. One had a hat store. One had a shoe store.
4. Two women were walking in the cold. One was wearing a fur coat. One was not wearing a coat.
5. Two men ate lunch in the restaurant together every day. One had salads every day. One had spaghetti every day.
6. Two men lived in a house. One lived in the attic. One lived in the basement.

● “What’s Wrong?” EXERCISE

Students’ books open at page no. 109.

Which of the following sentences are incorrect? Make corrections.

1. A man fell out of a boat that was fishing.
2. People shouldn’t eat pickles that have ulcers.
3. The woman was hit by a bicycle that was wearing a bikini.
4. A man jumped out of a boat that was sinking.
5. The man stepped off the streetcar that was wearing a toupee.
6. The man walked into the street lamp that wasn’t wearing glasses.
7. The woman had a tall drink that was newly-divorced.
8. The woman gave the dog to a neighbour that had bitten her.

Can you make up some more incorrect sentences like the ones above?

● **READING – Trying to Buy Clothing for Someone Else** (*Students Book page no. 110*)

Customer: I want a pair of jeans.

Salesman: What size do you wear?

Customer: They’re not for me. I want to send them to my brother.

Salesman: How tall is he?

Customer: About six feet.

Salesman: That should be a 33-inch leg. How big is he around the waist?

Customer: He left this belt here when he came to visit me two years ago. You can measure it.

Salesman: Do you know if he’s gained any weight?

Customer: Well, he did get married a few months ago.

Salesman: Let’s give him a couple of extra inches. Jeans usually shrink a bit anyway.

* * *

A woman came in to buy a suit for her husband. “He wears a size 40,” she said.

Two days later she came back with the suit and her husband.

“This suit couldn’t be a size 40. It’s much too small for my husband,” she complained.

“That’s because you were going by his waist measurement. But you see, suits go by the chest measurement. He needs a size 46,” said the salesman, drawing a tape measure around the husband’s chest.

* * *

A woman came in to buy a suit for her husband. “What size does he wear?” asked the salesman.

“I really couldn’t tell you,” she said.

“Well, is he bigger or smaller than I am?” asked the salesman, who had the ideal build for suits himself.

“I’d say he was just your size,” she replied.

Two days later her husband came in with the suit. He was at least three inches shorter and 20 pounds heavier than the salesman.

“Just wishful thinking,” the husband laughed as he returned the suit.

* * *

A woman came in to buy her husband a hat for his birthday.

"I don't know what size he wears," she said. "But I tried on one of his hats yesterday and it fit me perfectly, so anything that fits me will fit him."

Two days later she came back with the hat and her husband.

"It was too small," she said apologetically. "What happened was that when I tried on his hat at home I was wearing my hair piled up on top of my head, and when I tried on this hat in the store I was wearing my hair down."

VOCABULARY

Explain Canadian sizes for men:

A size 16 shirt means that the neck measures 16 inches.
Sometimes the sleeve length is indicated, for example, 32 or 33.
A size 40 jacket means that the chest measures 40 inches.
A 33-inch trouser means that the waist measures 33 inches.

Compare Canadian sizes with the sizes of other countries.

FURTHER USE OF INTRODUCTION PICTURES — Review of "wish"

1. The salesman has to work on Saturday. He'd rather go to a movie. What does he wish?
2. The store is open Friday night. He doesn't like to work Friday night. What does he wish the boss would do?
3. He gets low wages. What does he wish his boss would do?
4. He knows how he would spend his money if he got a raise. Ask "how?"
5. If he had his own store what would he do on Saturday?
6. What does he wish?
7. What else would be different if he had his own store?
8. Yesterday a customer came into the store. He was taking a long time to decide what to buy. What did the salesman wish he would do?
9. The salesman has been working here for a long time. Ask "How long?"
Answer the question.
10. The salesman worked in another store before this one. Ask "How long?"
Answer the question.

Alternative Section

DIALOGUE

For Procedure, see page 58.

Student 1: I've just read a book by Tolstoy.

Student 2: Who's he?

Student 1: He's the Russian author who wrote War And Peace.

SUBSTITUTIONS

1. *I've just read a book about Marie Curie.*
2. *I've just seen a movie with Sophia Loren.*

3. I've just read a story about Helen of Troy.
4. I've just read a book about Henry VIII.
5. I've just read a story about Sir Edmund Hillary.

DIALOGUE — Relative pronoun “that”

Student 1: What do you call the machine that washes clothes?

Student 2: **A washing machine.**

SUBSTITUTIONS

a clothes dryer

a floor polisher

a tape recorder

DIALOGUE — Passive voice with “be”

Student 1: What do you call material that can be washed?

Student 2: **Washable.**

SUBSTITUTIONS

machine-washable

hand-washable

“no-iron”

DIALOGUE — Relative pronoun “who”

Student 1: What do you call the person who fixes your teeth?

Student 2: **A dentist.**

SUBSTITUTIONS

a plumber

a car salesman

a landlord

a tenant

an employer

an employee

Lesson 33

The relative pronoun as object

REVIEW

Students dramatize the Introduction in Lesson 32 — Buying a Suit

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page no. 9.

Peter: I'd like to look at your []. I want something that [].

Salesman: What size do you usually wear?

Peter: I take a [].

Salesman: Here's one that [].

Peter: No, that one's []. Do you have anything []?

Salesman: Here's a [].

Peter: This looks good, but don't the [] need to be []?

Salesman: Yes, it would look better if [].

DRAMATIZATION IN PAIRS

For Procedure, see page no. 9.

● EXPLANATION

In sentence 2 below, "it" is the object of the verb "got".

In sentence 3 "it" is replaced by "that" as the object of the verb.

1. Here's a suit.
2. We just got **it** in today.
3. Here's a suit **that** we just got in today.

Common Error: Here's a suit we just got ~~it~~ in today.

In sentence 2 below, "it" is the object of the preposition "in".

In sentence 3 "it" is replaced by "that" as the object of the preposition.

1. That's the house.
2. I lived in **it** for 10 years.
3. That's the house **that** I lived in for 10 years.

When the relative pronoun is an object it can be omitted.

Here's a suit we just got in today.

That's the house I lived in for 10 years.

In writing we sometimes put the preposition in front of the relative pronoun.

That's the house **in which** I lived for 10 years.

That's the man **to whom** the president spoke.

● **TRANSFORMATION EXERCISE** — Relative pronoun as object

Students' books open at page no. 111.

1. A hammer is a tool. You use it to drive in and remove nails.
A hammer is a tool (that) you use to drive in and remove nails.
2. A saw is a tool. You use it to cut wood or metal.
A saw is a tool (that) you use to cut wood or metal.
3. A corkscrew is a gadget. You use it to remove corks from wine bottles.
4. A thermometer is an instrument. You use it to measure temperature.
5. A thermostat is an instrument. You use it to control temperature.
6. A chisel is a tool. You use it to shape wood or metal.
7. An axe is a tool. You use it to chop wood.
8. Scissors are an instrument. You use them to cut paper or material.

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 111)

● **EXERCISE** — Relative clause modifying the subject of the sentence

Students' books closed.

Peter had a very frustrating day yesterday.

1. He fried some eggs for breakfast.
The eggs (that) he fried tasted like leather.
2. He put on a suit.
The suit (that) he put on was dirty.
3. He put on some socks.
4. He made some coffee.
5. He got on the bus.
6. He telephoned some people at work.
7. He ate lunch in a restaurant.
8. After work he bought some shoes.
9. He looked at an apartment.
10. Then he went to a movie.
11. After the movie he went to visit a friend.

● **VOCABULARY EXERCISE** — Relative pronoun as subject or object

Students' books open at page no. 112.

Complete sentences 3 to 12.

1. A no-iron sheet is a sheet **that doesn't need to be ironed.** or
(that) you don't need to iron.
2. Hand-washable material is material **that can be washed by hand.** or
(that) you can wash by hand.
3. Countless bargains . . .
4. Wash and wear shirts . . .
5. Sugarless gum . . .

LESSON 33

6. Salt-free salmon . . .
7. Duty-free cigarettes . . .
8. Waterproof boots . . .
9. A rainproof hat . . .
10. Colourfast material . . .
11. Permanent-press trousers . . .
12. A once-a-year sale . . .

PERSONAL — Relative pronoun as subject or object

1. What kind of person would you like to marry?
2. What kind of person would you like to share an apartment with?
3. What kind of friends do you like?
4. What kind of children do you like?
5. What kind of books do you like?

● READING — Selling a Suit (*Students Book page no. 112*)

A salesman in a clothing store was having trouble trying to sell a suit to his customer. The customer tried on one suit after another, but nothing satisfied him. No matter what the salesman brought out, there was something about it that wasn't quite right. Either the colour was wrong, or the fit wasn't good, or the material itched.

Finally the exhausted salesman said he had to make a phone call and asked another salesman to take over. Surprisingly, this second salesman managed to sell the customer the first suit he tried on.

When the customer left, the second salesman said to the first: "Did you see that? He bought the first suit I showed him."

"Sure," said the first salesman. "But who made him dizzy?"

DISCUSSION — Including the expression "make you angry"

1. When you go shopping for clothes do you like a lot of help and advice from the salesman or do you like to be left alone?
2. Do salesmen ever make you angry?
3. Have you ever been a salesman? Did you have any interesting customers? Did your customers ever make you angry?
4. How does the relationship between salesman and customer differ from country to country; from store to store?

VOCABULARY — "take over"

1. Is "take over" a separable or inseparable verb?
2. In what other situations do we use this verb?

• **DEFINITIONS AND MAXIMS**

An educated man is someone who can give directions without taking his hands out of his pockets.

Love is a disease that begins with a fever and ends with a yawn.

Man is an animal that cooks his food.

Man is the only animal that plays poker.

A husband is someone you can't live with and you can't live without.

A woman is someone that it's easier to die for than to live with.

People who live in glass houses shouldn't throw stones.

He who laughs last laughs best.

Supplementary Section

CHILDREN'S STORY — This Is The House That Jack Built.

Alternative Section

DIALOGUE — Relative pronoun "that" as an object

Student 1: What do you call the cream you put on your face when you shave?

Student 2: **Shaving cream.**

SUBSTITUTIONS

1. **a hammer**
2. **pliers**
3. **snow tires**
4. **a saw**
5. **a corkscrew**
6. **shoe polish**

Lesson 34

Relative pronoun “whose”

REVIEW

Briefly review a few earlier Introductions.

● EXPLANATION — “whose”

In sentence 2 “whose wife” is subject of the verb “speaks”.

1. That’s the man. **His wife** speaks 17 languages.
2. That’s the man **whose wife** speaks 17 languages.

In sentence 4 “whose wife” is object of the verb “met”.

3. That’s the man. I met **his wife** in Spain.
4. That’s the man **whose wife** I met in Spain.

● EXERCISE — Relative pronoun “whose”

Present the Explanation above. (Students Book page no. 113)

Alec went to a party. He drank too much and he didn’t know what he was doing.

1. Alec: I think I’m holding someone else’s drink.
Hostess: That’s the man whose drink you’re holding.
2. Alec: I think I’m eating someone else’s cake.
Hostess: That’s the man whose cake you’re eating.
3. I think I’m smoking someone else’s cigarettes.
4. I think I’m wearing someone else’s jacket.
5. I think I’m dancing with someone else’s wife.
6. I think I’m reading someone else’s newspaper.
7. I think I’m using someone else’s reading glasses.
8. I think I’m wearing someone else’s sweater.

Then Alec got dressed to go home. He said:

9. I think I’m wearing someone else’s coat.
10. I think I put on someone else’s boots.
11. I think I took someone else’s umbrella.

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 113)

RECALL EXERCISE — Relative clause modifying the subject of the sentence

At one point in the evening Alec turned to the hostess and said: “Who are all these people?”
The hostess said:

1. **The man whose drink you’re holding is my cousin.**

2. The man whose cake you're eating is a famous artist.

Students make more sentences in the same pattern, using items 3-8 of the preceding exercise. Put cue words on the blackboard (e.g., cigarettes, jacket).

- Don't confuse "whose" and "who's".

- | | | |
|--|---|----------------------------------|
| 1. There's the man whose drink you're holding. | = | You're holding that man's drink. |
| 2. There's the man who's holding your drink. | = | That man is holding your drink. |

EXERCISE — Discrimination of "whose" vs. "who's"

Present the Explanation above. (Students Book page no. 113)

Then give the class the following instructions:

When I say: "There's the man whose drink you're holding," you say:
"I'll give it back to him."

When I say: "There's the man who's holding your drink," you say:
"I'll ask him for it."

Say the following sentences and have students respond as directed:

1. There's the man who's eating your dessert.
2. There's the man who's smoking your box of cigars.
3. There's the man whose pair of glasses you're using.
4. There's the man who's wearing your jacket.
5. There's the man whose umbrella you took.
6. There's the man whose newspaper you're reading.

DICTATION

You could use these sentences for dictation now or at a later stage.

- **REVIEW EXERCISE — Relative pronouns as subject and object**
— Relative pronoun "whose"

Students' books closed.

The day after the party, Alec took the hostess out for lunch. The hostess knows everybody.

1. Hostess: See that man. His wife speaks 17 languages.

Alec: **So that's the man whose wife speaks 17 languages! You've told me about him.**

2. Hostess: See that man. He owns this restaurant.

Alec: **So that's the man who owns this restaurant! You've told me about him.**

3. Hostess: See that man. The FBI is looking for him.

Alec: **So that's the man (who) the FBI is looking for! You've told me about him.**

LESSON 34

4. See that man. His dog eats six pounds of filet mignon every day.
5. See that man. I almost married him.
6. See that man. I almost married his brother.
7. See that man. He owes me \$1,000.
8. See that man. He has a villa in France.
9. See that man. I'm teaching him how to swim.
10. See that man. He's teaching me how to ski.
11. See that man. His grandmother won a beauty contest.
12. See that man. I sometimes work for him.
13. See that man. I worked for him eight years before I got married.
14. See that man. He knows everything about everybody.

● **READING — What it Means to be Canadian** (*Students Book page no. 114*)

Adapted from an article by Gary Lautens in the *Toronto Star*, December 9, 1971.

The Identity Crisis or What it Means to be C-C-Canadian

In these days of growing nationalism, more and more people are interested in preserving their Canadian identity.

But what is a Canadian?

Perhaps I can help.

A Canadian is a person who feels a burning sensation in his breast whenever he sees the Maple Leaf flag blowing in the December wind, the burning sensation being bronchitis.

A Canadian is a person who enjoys winter sports like hockey, especially on television.

A Canadian takes off his ear muffs when a lady enters the room.

A Canadian is a person who drives to a meeting of the Committee for an Independent Canada in his Datsun.

Cars that won't

A Canadian owns a nose that runs and a car that doesn't.

A Canadian is a person whose wife gets cold feet after she says: "I do."

A Canadian considers a chest rub medicinal, not sexual.

A Canadian will travel 100 miles on icy roads to find an icy mountain he can ski down.

Vitamins

A Canadian is a person whose son plays on a hockey team that practises every Saturday morning in a drafty rink at 6 a.m.

A Canadian drives a car with a defroster that only works on the passenger's side.

A Canadian says (through chattering teeth) it must be boring to live in a place like Florida where the temperature is always 75 degrees.

A Canadian is a person who takes vitamins so he'll be strong enough to go to the drugstore to pick up the prescription for his cold.

VOCABULARY — Adjectives ending in "al"

For recognition purposes you might like to show your class that some adjectives are formed with "al". (The words below come from the Reading in this lesson or in previous lessons.)

Noun

nation
medicine
addition
law
finance

Adjective

national
medicinal
additional
legal
financial

LESSON 34

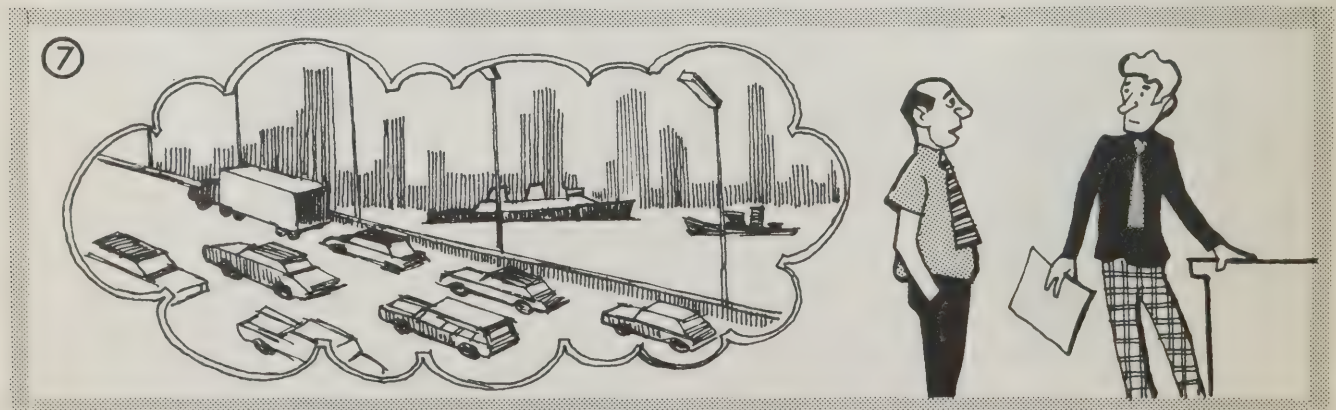
Make sentences such as the following for the class to complete:

1. Canada's . . . flag has two colours — red and white.
2. The doctor prescribed some . . . for me.
3. Every resident in Ontario may apply for . . . assistance.
4. Before the government decides how much you will pay for legal aid, they investigate your . . . position.
5. When I was a small child I was very good at . . .

Supplementary Section

SONG — They'll Never Believe Me. It includes the line:
"That I'm the man whose wife one day you'll be."

Lesson 35



Lesson 35

might/may
“might” vs. “would” in the conditional

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — Vacation Plans (Students Book page no. 116)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **George:** Where are you going for your holidays this summer?
- ② **Bill:** I'm not sure yet. I may rent a cottage for a couple of weeks. How about you?
- ③ **George:** I was going to fly to Hawaii for two weeks but that's off now.
- ④ **Bill:** How come?
- ⑤ **George:** I had to get a new motor for my car and now I don't have the money for the trip.
- ⑥ **Bill:** Are you going to stay in the city?
- ⑦ **George:** I might, or I might drive down to see some friends in New York.

● EXPLANATION

The modal “may” has two uses. It can show **permission**:

When you have lived in Canada for five years you may apply for citizenship.

“May” can also show **uncertainty** or conjecture:

I may rent a cottage.

= Maybe I'll rent a cottage. I am considering this.

We also use “might” to show **uncertainty**:

I might rent a cottage.

“May not” has two uses. It can show **prohibition**:

You may not apply for citizenship until you have lived in Canada for five years.

It can show **uncertainty**:

I may not/might not rent a cottage this summer.

= Maybe I won't rent a cottage this summer (although I have rented one in the past).

Common Errors: I may ~~be~~ rent a cottage.

I may ~~do~~ rent a cottage.

The question form, for example, “might you” is **not** used. Instead we often say:

Do you think you might rent a cottage this summer?

In reported speech "may" changes to "might".

Direct Speech: I may rent a cottage.

Reported Speech: He said that he might rent a cottage.

"Might" does not change.

Direct Speech: I might stay in the city.

Reported Speech: He said that he might stay in the city.

● **EXERCISE – "might"** (*Students Book page no. 117*)

Peter has trouble making decisions. He's never sure of what he's going to do. He met an old friend on the street yesterday. The friend asked him a lot of questions. He answered them all the same way: "I'm not sure."

1. "What are you going to do tonight?" the friend said. What were Peter's words? Answer in direct speech.
I'm not sure. I might go to a movie.

What did Peter say? Answer in reported speech.
He said he might go to a movie.

2. "When are you taking your vacation?" the friend said. What were Peter's words?
I'm not sure. I might take it in August.

What did Peter say?
He said he might take a vacation in August.

3. "When are you going to get married?" the friend said. What were Peter's words?
What did Peter say?

4. "How long are you going to stay in Canada?" the friend said. What were Peter's words?
What did Peter say?

5. "What are you going to get your girlfriend for her birthday next week?" the friend said. What were Peter's words?
What did Peter say?

6. "Last time I saw you, you said you were going to get a camera. What kind of camera are you going to get?" What were Peter's words?
What did Peter say?

7. "What course are you going to take at night school?" the friend said. What were Peter's words?
What did Peter say?

8. "When are you going to introduce your girlfriend to your mother?" the friend said. What were Peter's words?
What did Peter say?

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 117)

DIALOGUE — “might” vs. “going to”

Depending on how certain he is, Student 2 uses “might” or “going to”.

Student 1: Where are you going for your holidays this summer?

Student 2: I'm not sure yet. I might go out West.
or (I'm going) out West.

SUBSTITUTIONS

1. **What are you going to do tonight?**
2. **What are you going to do this weekend?**
3. **What are you going to buy your wife for her birthday?**
4. **How late are you going to work tonight?**

LISTENING EXERCISE — “might not be able to” “might have to”

Students' books closed. Treat the Reading selection below first as a listening exercise. Read the passage aloud twice. Students listen and try to remember as much as they can. Then they answer, orally, the two questions below the Reading.

● **READING — Chris Lively** (*Students Book page no. 117*)

Chris Lively is 85 years old. Yesterday he was interviewed on a radio show. This is what he said about the way he lives:

“I get up at 6:30 and walk a mile and a half to my job. I work on the fifth floor but I walk up the steps. I'm in such good shape I don't have to take the elevator. I work until 5; sometimes I even work overtime. When I get home, I read the newspaper for a while. I don't have to wear glasses, you know. Then I make dinner for myself or I go out for dinner with a friend. Once or twice a week I go dancing.”

“That's wonderful” said the interviewer. “Chris, it's been a pleasure having you on the show. Will you come back in 10 years?”

Chris said, “I'd love to. Of course, things might be very different then. For instance, I might not be able to get up as early, and I might not be able to walk to work.”

1. What are some other things he might not be able to do?
2. What are some things he might have to do?

EXERCISE — Review of reported speech

1. What did Chris Lively say about getting up?
2. What did he say about walking to work?
3. What did he say about wearing glasses?
4. What did he say about going dancing?
5. What did the interviewer ask him?
6. What did Chris say about coming back?

FURTHER USE OF INTRODUCTION PICTURES

— “would” vs. “might” in the conditional

1. Picture ② If you had this cottage what would you do all day?
2. When you use “would”, you are sure. Let’s say you are not sure. Use another word instead of “would” (“might”).
3. If you had holidays where would you go?
4. Let’s say that you are not sure. Use another word instead of “would”.
5. Picture ⑦ If you were in New York now, what would you do?
6. Let’s say that you are not sure. Use another word instead of “would”.

Supplementary Section

SONG — How About You?

Opening line: “I love New York in June. How about you?”

DIALOGUE — “was going to”

Student 1: I was going to **go to a movie** last night but I didn’t.

Student 2: Why not?

Student 1: Because I was too tired.

SUBSTITUTIONS

Students make their own. In addition, the entire first line can be changed to:

My boss was going to . . . but . . . or

I was going to . . . before I came to Canada but . . .

Lesson 36

might have done
might not have done

REVIEW

Students dramatize the Introduction in Lesson 35 — Vacation Plans

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page no. 9.

George: Where are you going for your holidays this summer!

Bill: I'm not sure yet. I may []. How about you?

George: I was going to [], but that's off now.

Bill: How come?

George: I had to [] and now I don't have the money for the trip.

Bill: Are you going to stay in the city?

George: I might, or I might [].

DRAMATIZATION IN PAIRS

For Procedure, see page no. 9.

● EXPLANATION

"Might have" expresses **uncertainty** regarding a past event.

John is not at school today.

He **might have gone** to work. = Maybe he went to work.

I saw Harry on the bus this morning. He didn't say "Hello".

He **might not have seen** me. = Maybe he didn't see me.

Questions:

Did he go?

Didn't he go?

Short Answers:

He ¹might have.

He ¹might ²not have.

The auxiliary "have" receives weak stress.

He ¹might have ²gone.

He ¹might ²not have ³gone.

The vowel in "have" is weakened and sometimes the "h" is dropped. /maytəv/

PRONUNCIATION NOTES

Suggest to students that they think of "might have" as one word "might've". Whenever they have to pause in order to think about the main verb, they should pause after "might've" and not between "might" and "have".

e.g. He might've (pause) gone.

● **EXERCISE — Pronunciation of “might have”**
— Review of past participles

Present the Explanation above.

Replace the names below by the names of students in your class.

1. Where did John go?
I don't know. He might have gone home.
2. Who did Henry sell his piano to?
I don't know. He might have sold it to Jean.
3. Where did George go for his holidays?
4. Who did Peter invite to the party?
5. Where did Rosa buy her coat?
6. Where did Allan buy his dictionary?
7. Which bus did George take?
8. How did Maria come to school today?
9. Where did Armando get his suntan?
10. What did Anna bring from Paris?

WRITTEN EXERCISE

Students write the answers to the above Exercise. (Students Book page no. 118)

FREE RESPONSE EXERCISE — “might”
“might have ...”
“might not have ...”

Replace the names below by names of students in your class. Try to get a number of replies to each question:

1. A friend of mine went to live in Italy four months ago. She said she would write to me. I wonder why she hasn't written to me.
2. Somebody borrowed \$100 from me and then left Toronto. I wonder why he didn't pay me back before he left.
3. Fusako speaks English very well after only a few weeks in Canada.
4. Farhat said she would phone me yesterday. I wonder why she didn't.
5. When I called Aldo this morning at 8:15 he was still at home. I wonder how he got to school so fast.
6. I wonder why Anna didn't cook supper when she got home yesterday.
7. Yesterday I was at a party. Bill was there with his girlfriend but he didn't introduce me. I wonder why.
8. John looked at a house last week but he didn't buy it. I wonder why.
9. Henry was sitting in a restaurant. A woman at another table smiled at him. He didn't know what she wanted him to do.

PRONUNCIATION EXERCISE — Sound discrimination

Put the following columns on the blackboard:

1
He might have work
overtime today.

2
He might have work
overtime yesterday.

3
He might have had to
work overtime yesterday.

LESSON 36

Point out that the auxiliary “have” in sentences 2 and 3 is weakly stressed and pronounced as /həv/ or /əv/, while the verb “have” in sentence 1 is given stronger stress, undergoes no vowel reduction and is pronounced /hæv/.

Read the following sentences as you would normally say them. Have students tell you in which column each belongs, and write each one on the blackboard.

1. He might have to borrow some money.
2. He might have borrowed some money.
3. He might have had to borrow some money.
4. He might have gone to Oshawa.
5. He might have to go to Oshawa.
6. He might have to take a bus.
7. He might have bought a car.

DICTATION

You might wish to erase the sentences above and then use them for dictation. Repeat each sentence as often as necessary but take care not to distort the pronunciation.

LISTENING EXERCISE — “He might have . . .”

Treat the following Reading first as a listening exercise. Students’ books closed. The teacher reads the passage aloud twice. Students listen and try to remember as many details as possible. Then they answer, orally, the question posed at the end of the passage.

● READING — Harry’s Wallet (Students Book page no. 118)

It’s time for lunch. Harry is upset. He’s looking for his wallet and he can’t find it. At night he usually takes it out of his jacket and leaves it on his dresser. Sometimes he takes it out on the bus when he doesn’t have any car tickets in his pocket. There are some strange-looking people on the bus. Harry thinks they look like pickpockets and he worries. When it’s crowded he tries to keep his arm covering his wallet pocket. Sometimes he takes his wallet out to pay for his coffee during coffee break in the restaurant, but sometimes somebody else pays for it.

What might have happened to his wallet?

He might have left it on the dresser.

What else might have happened to it?

● VOCABULARY

1. Those are strange-looking people.
They look strange.
2. That’s an unusual-looking house.
It looks unusual.
3. That’s an odd-looking car.
4. That’s a tired-looking man.
5. That’s a worried-looking man.
6. That’s a familiar-looking girl.

● **SUMMARY OF MODALS AND RELATED EXPRESSIONS (to Lesson 35)**

| | |
|---------------------------------|--|
| Necessity, Obligation: | You have to have a social insurance number. (Lesson 3) You must have a social insurance number. (Lesson 5) |
| Lack of Obligation: | You don't have to carry your S.I.N. card with you, but it's a good idea. (Lesson 4) |
| Prohibition: | You must not apply for two social insurance numbers. (Lesson 5) You may not apply for two social insurance numbers. You can't have two social insurance numbers. |
| Asking for Directions: | Which bus should I take? (Lesson 7) |
| Giving Directions: | Take the Bay bus. |
| Giving Advice: | You should continue school. (Lesson 6) |
| Suggestion: | Why don't you speak to my brother? (Lesson 6) |
| Inability in the Past: | I couldn't sleep last night. (Lesson 8) |
| Lack of Permission in the Past: | I couldn't leave work early. My boss said "No". (Lesson 8) |
| Promise: | I'll mail the health insurance forms as soon as I get dressed. (Lesson 15) |
| Offers: | I'll lend you some money. (Book 1) Would you like some coffee? (Book 1) Would you like me to babysit for you? (Lesson 15) I could/can give you a 2:30 appointment. (Lesson 23) |
| Invitation: | Would you like to see a movie? (Book 1) |
| Requests: | Would/Will you please drop the other shoe? (Lesson 8) Could/Can you give me a later appointment? (Lesson 23) Do/Would you mind waiting? (Lesson 29) |
| Request for Permission: | Do you mind if I open the window? (Lesson 29) May I join you? Could/Can I drive you home? (Lesson 29) |
| Uncertainty, Conjecture: | I might/may rent a cottage. (Lesson 35) |
| Certainty: | If we capture your city, we will destroy it. (Lesson 18) If I had a million dollars, I would sit back and watch everybody else work. (Lesson 30) |

● **REVIEW EXERCISE — Modals and related expressions**

Present the summary above.

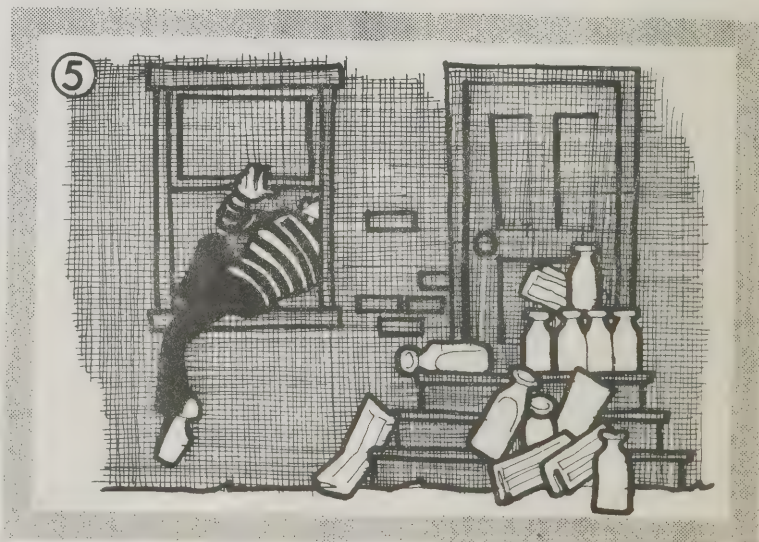
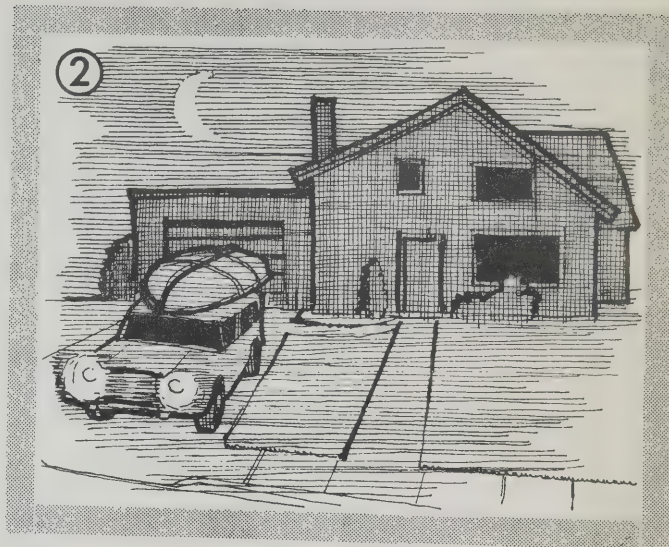
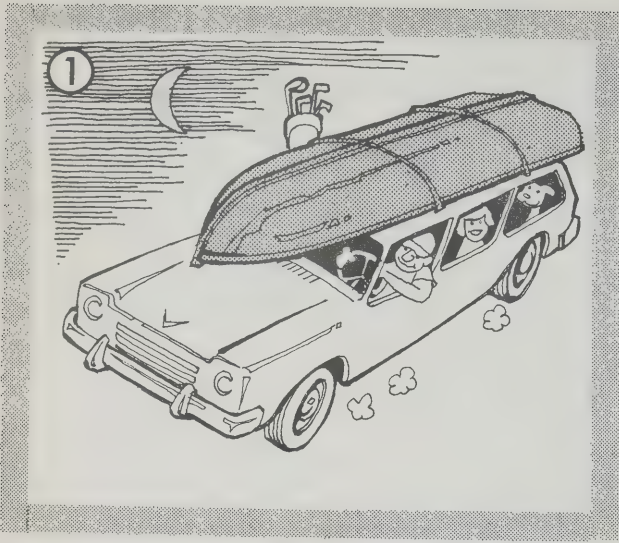
Replace the names below by the names of students in your class.

- Walter's dictionary is not very good.
Advise him to get a better one.
You should get a better one.
Suggest that he get a better one.
Why don't you get a better one?
- Invite Anna to go for dinner tonight.
- Promise to telephone her at 5 o'clock.
- You want to borrow Sylvio's dictionary. Ask him for it.
- Offer to get Maria some coffee.

LESSON 36

6. You are thinking of going to Paris this summer, but you haven't decided for sure. Tell Anna.
7. The window is open and you are very cold. John is sitting next to the window. It is much easier for him to close it than for you. Ask him to close it.
8. You have a doctor's appointment. You want to leave work at 4 o'clock. Ask your boss.
9. Your cousin arrived in Canada yesterday. He wants to know if he has to pay for his English classes. Tell him.
10. You are in a car. You want to smoke but you think it might bother the other people. Ask them for permission to smoke.
11. Henry lives on the same street as you do. You have a car; he doesn't. Offer to pick him up in the morning.
12. Henry asks you what time to be ready. What are his words?
13. Ask Henry to be ready at 8:15.
14. There is a sign on the wall that says No Smoking. Bill is smoking. What do you say to him?
15. You have guests. Offer them some more coffee.
16. Perhaps they want to hear a record. Ask them.
17. You want to open the window but it might bother your guests. Ask them.

Lesson 37



Lesson 37

should have, shouldn't have
"without" followed by the gerund

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – The Break-in (Students Book page no. 122)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① The Browns went on vacation for two weeks.
- ② They put out all the lights before they left.
- ③ They shouldn't have put out all the lights.
- ④ Newspapers and milk bottles piled up outside the house.
- ⑤ They should have stopped delivery for two weeks.

● EXPLANATION

In Lesson 6, we used "should" + the infinitive for advisability.

You should speak to my brother.

For past events, we use "should have" + the past participle.

The Browns **should have stopped** delivery for two weeks. = It was advisable to stop delivery but the Browns **didn't stop it**.

They **shouldn't have put out** all the lights. = It wasn't a good idea to put out all the lights but the Browns **put them out**.

Questions:

Did they stop delivery?

Did they put out all the lights?

Short Answers:

No, but they shóuld have.

Yes, but they shóuldn't have.

The auxiliary "have" receives weak stress.

He shóuld have stópped it. He shóuldn't have stópped it.

The vowel is weakened and the "h" is often dropped. /sʊdəv/

**EXERCISE — Pronunciation of “should have”
— Review of past participles**

1. I got \$50 for my car.
You should have gotten more.
2. I had spaghetti for lunch.
You should have had salad.
3. I washed this dress by machine.
4. I rented a basement apartment.
5. I took the Avenue Rd. bus to go downtown.
6. I took my car to Smith's garage.
7. I put one coat of paint on my wall.
8. I went to a war movie last night.
9. I spoke to the secretary.
10. I ate a chocolate bar for breakfast.

● **EXERCISE — “should have, shouldn't have”
— “without”**

Students' books closed.

1. The Browns put out all the lights before they went on vacation.
They shouldn't have put out all the lights.
They should have left some lights on.
2. They didn't stop the newspaper delivery. All the newspapers piled up.
They should have stopped the newspaper delivery.
They shouldn't have left without stopping the newspaper delivery.
3. They didn't stop the milk delivery. All the milk bottles piled up.
4. They left without a spare tire. On the way they had a flat tire.
5. They took cash. They didn't take travellers cheques. Some of their cash was stolen.
6. Mr. Brown shouted at his wife while she was driving and she refused to drive anymore.
7. The Browns didn't make a hotel reservation. It took them a long time to find a hotel.
8. When they found a hotel and went to the beach, Mr. Brown lay in the sun for an hour. He got a bad sunburn.
9. Mrs. Brown went swimming right after lunch and she got a cramp.
10. Mr. Brown wore short pants in the evening when he went out. His legs were bitten by mosquitoes.

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 122)

RECALL DIALOGUE

For Procedure, see page no. 58.

Student 1: I should have **left some lights on when I went on vacation.**

Student 2: Why didn't you?

Student 1: I forgot to.

SUBSTITUTIONS

Students use the items from the above Exercise and make appropriate changes in the third line.

● **EXPLANATION — “should have” vs. “had to”**

In the following sentence we know the Browns **didn't stop** the newspaper delivery:

The Browns **should have stopped** the newspaper delivery.

In the following sentence we know the Browns **took** their dog with them on vacation:

The Browns **had to take** their dog on vacation because there was nowhere to leave him.

● **EXERCISE — “should have” vs. “had to”** (*Students Book page no. 123*)

Read the above Explanation. Then circle the correct reply:

1. When Mr. Brown was driving he didn't stop at a stop sign. What did Mrs. Brown say later?
 - a. You should have stopped at that sign.
 - b. You had to stop at that sign.
2. One day Mr. Brown was late for work because he took Mrs. Brown to the doctor. What did he say to his boss?
 - a. I should have taken my wife to the doctor.
 - b. I had to take my wife to the doctor.
3. One day the boss told Mr. Brown to work overtime. Mr. Brown worked until 8 p.m. What did he say to his wife when he got home?
 - a. I had to work overtime.
 - b. I should have worked overtime.
4. Mrs. Brown was upset because Mr. Brown hadn't phoned to tell her that he would be late. What did she say to her husband?
 - a. You had to phone me.
 - b. You should have phoned me.
5. Finally the Browns sat down to eat. Mrs. Brown hadn't warmed up the dinner. It was cold. What did Mr. Brown say?
 - a. You should have warmed this up.
 - b. You had to warm this up.
6. At 11 o'clock Mr. Brown turned to his 12-year-old son. He said:
 - a. You should have gone to bed an hour ago.
 - b. You had to go to bed an hour ago.
7. His son replied:
 - a. I had to finish my homework.
 - b. I should have finished my homework.

● **READING — After the Break-in** (*Students Book page no. 124*)

The first thing Mr. Brown did when he got home from his vacation was call the police to report the break-in. A policeman was there in 15 minutes.

“How did the burglar get in?” he asked.

“He broke in through a window in the back.”

“Would you show me the way?”

Mr. Brown led him to a small room off the kitchen. There was glass everywhere.

"Did you move anything?" said the policeman.

"Not a thing. I called you the minute I saw the mess."

"Good. Well, don't touch anything. I'll send up our fingerprint man as soon as possible. Now what do you think was stolen?"

"I looked around after I called you. I had about \$60 in a coffee jar in the kitchen. That was taken."

"Well, I hate to say it now, but you shouldn't have kept that much money around the house. What else was taken?"

"A radio."

"Can you describe it?"

"Yes, it was a General Electric clock radio, AM-FM, in a walnut-coloured plastic case, serial number 401-AGY."

"You've got a good memory," the policeman said.

"I used to work in a radio store."

"Anything else?"

"Yes, my wife's brooch."

"Can you describe it?"

"It was a gold brooch. It was an unusual shape. Here, let me draw it for you," said Mr. Brown, taking the policeman's pen. "And it was about so big," he added, making a circle with his thumb and index finger.

"Do you have any insurance against theft?" the officer asked.

"Yes."

"Good. Well, we'll get back to you as soon as something shows up."

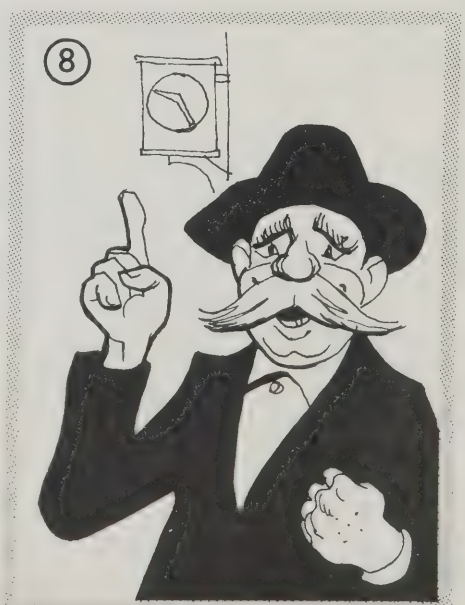
DISCUSSION

1. Have students describe their radio or television set.
2. Have a student describe a piece of jewellery that he/she is wearing without looking at it. Then compare the description with the facts.
3. Where do the police often recover stolen articles?
4. What happens after the police recover the items? (The owner receives a subpoena in the mail. All he has to do in court is identify the items.)
5. If articles are recovered from a pawnshop, who pays the pawnbroker back the money he has laid out? (The owner or his insurance company if he has insurance.)
6. Let us say the person who broke into the house was a boy from the neighbourhood. Mr. Brown doesn't want him to get into trouble. What does he do? (He doesn't press charges against him.)

FURTHER USE OF INTRODUCTION PICTURES

For examples, see Lessons 1, 4, 6.

Lesson 38



Lesson 38

The past perfect tense

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — The Buttered Bread *(Students Book page no. 126)*

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Morris was a very unlucky man.
- ② One day, while he was eating dinner, a piece of buttered bread fell to the floor.
- ③ When he went to pick it up he couldn't believe his eyes.
- ④ He saw that the bread had fallen buttered side up.
- ⑤ He had never had such good luck before.
- ⑥ He told the wise men of the town what had happened.
- ⑦ They couldn't understand his good luck either.
- ⑧ They thought and thought.
- ⑨ Finally, after (they had been) thinking about it for 20 minutes, one of them came up with the answer.
- ⑩ "Of course," he said. "Why didn't I think of it before? The bread was buttered on the wrong side."

PRONUNCIATION NOTES

Check that the auxiliary "had" is not overstressed.

● EXPLANATION

We use the present perfect tense or the past tense for an action that happened (or didn't happen) before now.

I **am reading** the story about Morris now.

I **haven't read** this story before. (before now)

I once **read** another story about some wise men.

We use the past perfect tense for an action that happened (or didn't happen) before a past action or past time.

Morris **picked up** the bread. (yesterday)

It **had fallen** buttered side up. (before that)

He **had never had** such good luck before. (before that)

● "The Man Who Came Too Late" EXERCISE — Past Perfect Tense

Unlucky Morris is always late for everything.

1. One day he was invited to a party but by the time he got there he was too late to get a drink.
The guests had already drunk all the liquor.

LESSON 38

2. He was too late to get something to eat.
The guests had already eaten all the food.
3. He wanted to talk to somebody but he was too late.
4. One day he went to a concert but by the time he got there the doors were closed and the usher told him to wait. He could hear the music.
5. One day he went to a play but by the time he got there the doors were locked and no one was there.
6. Morris planned a trip to Paris. He left all his packing to the last minute. By the time he got to the airport he was too late.
7. Morris promised to help his friend move his furniture from one apartment to another. By the time he got to his friend's room it was empty and no one was there.
8. Morris made arrangements to get married. He rushed down to the church but he was too late.

WRITTEN EXERCISE

Students write long answers to the exercise above. For example:

The guests had already drunk all the liquor when Morris got to the party.

RECALL DIALOGUE

For Procedure, see page no. 58.

Student 1: Why didn't Morris **get anything to drink at the party?**

Student 2: — because when he got there, the guests had already drunk all the liquor.

SUBSTITUTIONS

Students use the items from the preceding exercise.

● EXPLANATION

“d” can be the contracted form of either “would” or “had”.

| | | |
|------------------------------------|---|---|
| He said he'd go to Paris tomorrow. | = | He said he would go to Paris tomorrow. |
| He said he'd gone to Paris before. | = | He said he had gone to Paris before. |

PRONUNCIATION EXERCISE — Sound Discrimination

Present the Explanation above. (Students Book page no. 127)

Write the following sentences on the blackboard:

| 1 | 2 |
|---|---|
| He said he'd go to Paris. | He said he'd gone to Paris. |
| He said he'd give Mary his car. | He said he'd given Mary his car. |
| He said he'd buy Mary a diamond ring. | He said he'd bought Mary a diamond ring. |
| He said he'd help her with her English. | He said he'd helped her with her English. |

Then give the class the following instructions:

When I say, “He said he'd gone to Paris,” you say, “When did he do that?”

When I say, “He said he'd go to Paris,” you say, “When is he going to do that?”

Read sentences at random from columns 1 and 2. Have students respond as directed. You might later use these sentences for dictation.

● **READING — What Good is the Past Perfect?** (*Students Book page no. 127*)

Here is a real conversation overheard between Jim, a newcomer to Canada, and his Canadian neighbour, Mrs. Parker. As you will see there is one tense that Jim has not yet learned.

Mrs. Parker: Do you like it here in Canada?

Jim: There are a lot of things I like about Canada and a lot of things I have to get used to.

Mrs. Parker: What about the Canadian people? Do you find them friendly?

Jim: To tell you the truth you're the only Canadian I've met so far. I don't have a job yet so I haven't met many people here.

Mrs. Parker: Do you miss your old friends?

Jim: Yes, one girl especially.

Mrs. Parker: Oh, was it serious?

Jim: Well, it's hard to say. You see she was quite a bit older than me. She was married.

Mrs. Parker: Oh, she was married!

Jim: No, not then, not at that time. I mean — what I mean is — she was married.

Mrs. Parker: Oh, you mean she had been married when you met her.

Jim: That's right. She had been married. By the way, what tense is that?

Lesson 39

The past perfect continuous tense

REVIEW

Students recall the Introduction in Lesson 38 — The Buttered Bread.

DRAMATIZATION

Students dramatize the conversation between Morris and the wise men.

- **EXERCISE — The past perfect (continuous) tense**
 - Review of the present perfect (continuous)
 - Review of reported speech

Students' books closed. Replace the names below by the names of students in your class.

George went to a party yesterday. Below are all the things that he noticed when he came in.

1. When George came in Harry was sleeping behind the couch. George looked for the hostess. Finally he found her.

George: **Do you know that Harry is sleeping behind the couch?**

Hostess: **Yes, I know. He's been sleeping there for two hours.**

Change the above dialogue into reported speech:

George asked the hostess if she knew that Harry was sleeping behind the couch.

The hostess said she knew — that he had been sleeping there for two hours.

2. Maria was hiding in the closet. George looked for the hostess again.

George: **Do you know that Maria is hiding in the closet?**

Hostess: **Yes, I know. She's been hiding there all evening (since she arrived).**

Change the above dialogue into reported speech:

George asked the hostess if she knew that Maria was hiding in the closet.

The hostess said that she knew — that she'd been hiding in the closet all evening.

3. Steve was reading in the bathtub.
4. Rico was smoking cigars.
5. Alice was crying in the corner.
6. Betty was dropping ashes on the rug.
7. Mary had a headache.
8. George had a stomach-ache.
9. Bill had his shoes up on the couch.

WRITTEN EXERCISE

*Students write the dialogues and reported speech for numbers 5-8 above.
(Students Book page no. 128)*

RECALL EXERCISE — The past perfect continuous with "when"

Using the items in the above exercise, you might have students make sentences in this pattern:

When George came in Harry had been sleeping behind the couch for two hours.

● **READING – Strategy** (*Students Book page no. 128*)

Some tigers had been attacking an Indian village every night. The villagers decided to ask a famous hunter to help them. This man could shoot very well. Nobody had ever seen him miss his target. His method was to tie a goat to the foot of a tree in the evening, climb another tree and wait for the tigers to come. When the tigers came it was always dark but he could still see their eyes in the dark. He was able to shoot at their eyes and in the morning the tigers would be lying there dead, shot between the eyes.

He followed his usual plan the first night in this village. But in the morning, the goat (which) he had tied to the tree was gone, and there were no dead tigers. The same thing happened the next two nights. He couldn't understand it. The next night he took a large flashlight with him. This time, instead of shooting at the bright eyes, he turned on the flashlight. He was greatly surprised to see six tigers coming forward in pairs, each with one eye closed.

● **EXERCISE – Complex sentences** (*Students Book page no. 129*)

Part I — Written — Answer in complete sentences:

1. What animals had been coming every night to attack an Indian village?
2. What did the people of the village do?
3. How well could the hunter shoot?
4. Was he able or unable to kill the tigers?
5. Did he follow a new method or his usual method?
6. What was it? (goat, climb, shoot between the eyes.)
7. Did the plan succeed or fail?
8. Did he understand why?
9. What did he take with him on the fourth night?
10. What did he do with the flashlight?
11. What was his reaction?
12. What did he see?

Part II — Oral

- a. Join answers 3 and 4 with “even though”.
- b. Join answers 5 and 6. Change “it was” (#6) to “which was”.
- c. Join answers 7 and 8.
- d. Join answers 9, 10 and 11. Use “when”.

● **EXERCISE – “because” vs. “even though/although”**

Join each pair or group of sentences with “because” or “even though”:

1. The hunter was unable to kill the tigers. He could shoot very well.
2. The boss didn't give Bill a raise. Bill was having money problems. (Introduction, Lesson 21)
3. Henry asked his friend where the bank was. Henry wanted to cash a travellers cheque. (Introduction, Lesson 25)
4. Mary gave Bill her phone number. She wanted to see him again. (Introduction, Lesson 29)
5. The patient took the 2:30 appointment. He had to take time off work. (Lesson 23)
6. The teenager sat in the barber shop all morning. He didn't want a haircut. He was hiding from his father. (Lesson 9)

Alternative Section

LISTENING EXERCISE – Reported speech

Present the following interview on tape or act out the two roles yourself. Do this twice, then ask the questions which follow.

Gina Lola, the famous movie star, left the country yesterday. Our interviewer, Billy Stardust, ran over to her hotel suite just before she left for the airport. As he walked in he noticed a very pleasant smell in the air.

Billy: Gina, what a divine smell! What have you been doing?

Gina: I've been cooking spaghetti all morning.

Billy: But Gina, I thought you always ate in restaurants.

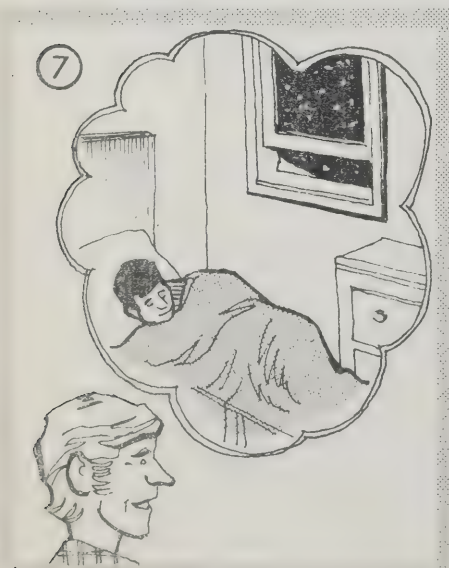
Gina: You're right. I usually do eat in restaurants. But my husband likes home-cooked meals.

Billy: Your husband!

Gina: Oh, didn't I tell you? I got married last night.

1. How did Gina explain the pleasant smell?
2. What did she say about her eating habits?
3. What did she say about her husband?
4. What did she say about her marriage? (In reported speech "last night" changes to "the night before".)

Lesson 40



Lesson 40

Let somebody do something
Let something happen

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — The Landlady (Students Book page no. 131)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Chris:** I'm living with my relatives but I'd rather get a place of my own.
- ② **Kim:** Why don't you get a room where I'm living?
- ③ **Chris:** What's your landlady like?
- ④ **Kim:** She's very nice.
- ⑤ **Chris:** Does she let you bring your friends in?
- ⑥ **Kim:** Oh, sure.
- ⑦ **Chris:** Does she let you keep your windows open in the winter?
- ⑧ **Kim:** Oh, sure. She'll even cook for you if you like.
- ⑨ **Chris:** She sounds terrific. I could fall in love with a woman like that.

● EXPLANATION

Does she let you bring friends in? = Does she allow (permit) you to bring friends in?

Common Error: Does she let you ~~xx~~ bring friends in?

Present tense: Jack's mother **lets** him smoke.

Past tense: She **let** him smoke yesterday.

Present perfect: She **has let** him do whatever he likes.

● EXERCISE — "Will she let me . . . ?"

Students' books closed.

Here are more questions that Chris asked:

1. Sometimes I get lonely in the evening. I like to bring friends in.
Will she let me bring friends in?
2. I like a lot of fresh air. I like to keep the windows wide open.
Will she let me keep the windows wide open?
3. Sometimes I get very cold in the winter. I like to turn up the heat.
4. Sometimes I get hungry at night. I like to keep food in my room.

5. Sometimes I like to lie on the grass in the summer.
6. Sometimes I like to watch TV in the evening.
7. I have a dog.
8. I have a piano.
9. I'm learning to play the violin. I have to practise.

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 131)

RECALL EXERCISE — Review of hidden questions

What are all the things Chris wanted to know?

He wanted to know if the landlady would let him bring friends in.

He wanted to know if she would let him keep the windows wide open.
etc.

RECALL EXERCISE

When Chris spoke to the landlady she said, "Yes" to all his questions but she made certain conditions. She said:

I'll let you bring friends in as long as they aren't too noisy.

I'll let you keep the windows wide open as long as you keep your door closed.

What else did she say?

PERSONAL DISCUSSION — let

1. Tell us about some things your parents let you do, or didn't let you do, as a child.
2. Tell us something that you let, or don't let, your children do.
3. Tell us something that your husband (wife) lets, or doesn't let, you do.

● **READING — “Apartments (Rooms, etc.) to Let” — Advertisements**

(Students Book page no. 132)

| APARTMENTS TO LET: UNFURNISHED |
|--|
| <p>Greengrass apartment homes in every part of Metro Green-King 125 King St.</p> <ul style="list-style-type: none"> ● subway only minutes away ● electrically heated and air-conditioned ● beautiful swimming pool ● sauna baths <p>Bachelor, 1 & 2 Bedroom Apts. from \$150. One- or two-year lease Weekdays 1-7 Weekends 11-6 111-3998</p> |

| FLATS TO LET: UNFURNISHED |
|---|
| <p>JERSEY-QUEEN 3-room apt., self-contained, above store, garage & parking, suit couple, 111-1109 after 6</p> |
| <p>BASEMENT, 2 rooms, self- contained, equipped, 111-6000 after 6</p> |
| <p>FERN-RIVER, 1 room, kitchen & own bath, private entrance, 111-5100</p> |

| FLATS TO LET: FURNISHED |
|--|
| <p>A 2-room upper, suit 2 girls, \$25 wk., Robson-Byron, 111-7104</p> |
| <p>A large rec. room, kitchen, washroom, 1-2, 111-5617</p> |
| <p>COLLEGE-Albert, 2 rooms & equipped kitchen, bath, balcony, 111-4334</p> |
| <p>KING-Water St., 1 or 2 bedrooms, cosy, private bath, 111-1431</p> |

| SHARED ACCOMMODATION |
|--|
| <p>SHARED Accommodation Associates will help you locate the right shared accommodation. 111-2171</p> |
| <p>YOUNG man with 2 children has townhouse to share. Uptown. 111-7172</p> |

| DUPLEXES TO LET: UNFURNISHED |
|---|
| <p>Atkin-West Ave., spacious newly- renovated 3-bedroom lower, separate dining-area, fireplace, garage, \$385. 111-3910 Evgs.</p> |
| <p>River-Goodland, 3-bedroom upper, equipped, heat, hydro, \$185. 111-4078</p> |

| ROOMS TO LET: FURNISHED |
|--|
| <p>A modern private bedsitting room, kitchenette, semi-bath, Keele subway, 111-1901</p> |
| <p>Beach area, large room, share kitchen, 111-3121</p> |
| <p>PRIVATE entrance & bath, very light cooking facilities, parking available, Fenwick-Cherry, 111-1926</p> |

| ROOMS & BOARD |
|---|
| <p>FERNBANK-BRETT Ave. TV, full board, packed lunches, 111-3172</p> |
| <p>ROOM & BOARD in exchange for baby-sitting and light duties, 111-7194</p> |

| CHILDREN'S BOARD and DAY CARE |
|--|
| <p>AVON-Barlow. Day care given by mother wishing playmates for son, 3 yrs., 111-6006</p> |
| <p>Day care, licensed, High Park area, 111-0916</p> |
| <p>Day care given, references, any age, 111-7132</p> |

| HOUSES TO LET: UNFURNISHED |
|--|
| <p>BROWN Rentals Realtor \$180, 4-bedroom, immediate, Cowan-Astor. \$185, 2-bedroom, Verbena-Hill, parking, fridge, stove, immediate. Above properties subject to 2 months rent in advance. 2-year lease, credit check. 111-9011</p> |

CLASS TELEPHONE DIALOGUE

— Vocabulary extension

— Review of direct questions, hidden questions and reported speech

1. Put an advertisement on the blackboard that gives only a little information. For example:

LARGE FLAT to let. Downtown.
Reasonable. 632-9109

Ask the class to imagine they are looking for a flat and to tell you what they want to know about this particular flat, for example:

I'd like to know how many rooms it has. or
How many rooms does it have?

LESSON 40

Meanwhile, put cue words on the blackboard (e.g., the number of rooms, the price). You might use this opportunity to add words such as, "self-contained, equipped, lease", even if they do not come up spontaneously.

2. *Divide the class into two. One half plays the role of the landlady and the other, the prospective tenant, telephoning to enquire about the flat. A telephone dialogue is then created by the class, with each student contributing one line. You will probably have to help your students with the first few lines. For example:*

1st student in landlady half: **Hello.**

1st student in tenant half: **I'm enquiring about your flat to let.**

2nd student in landlady half: **What would you like to know?**

2nd student in tenant half: **How many rooms does it have?**

3rd student in landlady half: **Three.**

Students continue with whatever enquiries and answers they care to make.

3. *The next day the dialogue is reviewed. The cue words will probably not need to be written on the blackboard and the students will probably alter somewhat the order and content of the enquiries.*
4. *Then say to the class: "You are all one and the same person — the prospective tenant. You have just made the telephone call and I am your husband, wife or friend. Report the conversation to me. What did you ask the landlady first, John?" Note that John did not necessarily make the first enquiry in the dialogue above, or even play the role of the prospective tenant. The class will soon catch on to this idea of having switched roles.*

John: **I asked how many rooms it had.**

Teacher: And what did the landlady say, Mary?

Mary: **She said it had three.**

Teacher: And what did you ask her then, Paul?

Paul: **I asked her how much it was a month.**

Teacher: And what did she say, Alice?

Alice: **She said it was \$150 a month.**

Students often forget that the subject in a reported (hidden) question comes before the verb, not after. As you correct mistakes, it helps to build up a chart on the blackboard, showing that in both the reported statement and reported question, the subject comes before the verb.

| | | Subject | Verb |
|----------|----------------|---------|--------------|
| I asked | how many rooms | it | had. |
| She said | that | it | had three. |
| I asked | how much | it | was a month. |

The technique outlined here can be used with other ads (e.g. couch for sale). You might want to omit Step 3 and do all the other steps in one day.

Supplementary Section

SONG — Negro Spiritual — Let My People Go

TWO-WORD VERBS AND FIGURATIVE EXPRESSIONS

to let somebody in (out)
to let well enough alone
to let sleeping dogs lie
to live and let live

● EXERCISE — “let”

Students' books closed. Replace the name below by the name of a student in your class.

Aldo doesn't like to put himself to any trouble. He prefers to sit back and let things happen.

1. Aldo's son smokes. Aldo doesn't stop him from smoking.
Aldo lets his son smoke.
2. Aldo's son wanted to use Aldo's car. Aldo said “OK”.
Aldo let his son use his car.
3. Aldo turned on the record player and then forgot about it. It ran for three hours.
Aldo let the record player run for three hours.
4. It snowed for three days. Aldo didn't shovel the snow in front of his house for three days.
It piled up.
5. When Aldo's wife serves him coffee he reads his newspaper, and forgets about his coffee.
It always gets cold.
6. Aldo put some milk on the table. He forgot about it and it turned sour.
7. Aldo hasn't cut his hair for six months. It is growing long.
8. Aldo doesn't like to shave. His beard is growing.
9. Aldo doesn't buy his clothes. His wife buys them.
10. Aldo is going to a movie with his wife tonight. He doesn't care which movie they go to. His wife will choose the movie.
11. Aldo never makes a decision about anything.

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 131)

RECALL EXERCISE — “let”

Use “let” in each answer.

1. Why does Aldo's house always smell of tobacco?
2. Why did Aldo want his son to wash his car?
3. Why did the record player get so hot?
4. Why didn't Aldo have any visitors for three days?
5. Why couldn't Aldo's wife have milk with her cereal?
6. & 7. How come Aldo doesn't go to the barber?
8. How come Aldo wears such nice clothes?
9. Why is Aldo's wife looking at the entertainment section of the newspaper?
10. Why is Aldo always doing the wrong thing?

Lesson 41

“Could” — to show possibility
Promises in the passive voice

REVIEW

Students dramatize the Introduction in Lesson 40 — The Landlady.

SUBSTITUTION IN THE INTRODUCTION

For Procedure, see page no. 9.

DRAMATIZATION IN PAIRS

For Procedure, see page no. 9.

● “The Absent-minded Apartment Manager” EXERCISE

— Review of the passive voice with promises

Students’ books closed.

Joe is the manager of a large apartment building. The apartments are furnished. Joe has three janitors working for him. He often forgets to tell them what jobs they have to do. The tenants have to phone and remind him.

1. One day the lady in apartment #30 said: “My stove hasn’t been fixed yet.” Joe said:
Don’t worry. It’ll be fixed tomorrow.
2. One day the lady in #27 said: “My refrigerator hasn’t been fixed yet.” What did Joe say?
3. One day the lady in #201 said: “You promised me a new sink but it hasn’t been put in yet.” What did Joe reply?
4. One day the lady in #118 said: “You promised me new doors but they haven’t been put in yet.” What did Joe say?
5. One day the lady in #42 said: “I have a new table but my old table hasn’t been taken out yet.” What did Joe say?
6. One day the lady in #182 said: “You promised me new drapes but they haven’t been put up yet.” What did Joe reply?
7. The lady in #30 said: “What about the pipes in the bathroom?” What did Joe say?
8. The lady in #155 said: “I have a new stove but my old stove’s still here.” What did Joe reply?
9. There was one satisfied customer. She said: “Nothing’s been stolen from my apartment.” What did Joe say?

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 133)

RECALL DIALOGUE — “could” (possibility)

— Review of “would”

— The passive voice with the present perfect tense

For Procedure, see page no. 58.

Husband: Has **the stove been fixed** yet?

Wife: No, not yet.

Husband: Well, we could call an electrician.

Wife: No, that would be too expensive.

SUBSTITUTIONS

1. **the refrigerator**
2. **the new sink**
3. **the new doors**
4. **the pipes in the bathroom**
5. **the new stove**

● **READING — Recreation in the City** (*Students Book page no. 133*)

Mohammed: I'd like to meet a native Canadian. I've been trying to meet one ever since I arrived in Canada.

Bob: I understand your problem. They are very hard to find. I think you'd better forget it.

Mohammed: But aside from that, I'm looking for something to do in the evening.

Bob: You could go to the “Y”. That's short for the Young Men's (and Women's) Christian Association. They have branches all over. Some cities also have Young Men's (and Women's) Hebrew Associations.

Mohammed: Do you have to be Christian or Hebrew to go to the “Y”?

Bob: Oh no, not at all.

Mohammed: What could I do there?

Bob: Well, they have sports — swimming, squash, and so on. They have evening courses in all sorts of things — like chess and crafts. It depends on the particular branch. Sometimes they have folk dancing, or ballroom dancing, or even encounter groups.

Mohammed: Encounter groups?

Bob: Yes, or you could get involved in politics, or volunteer social work.

Mohammed: Well, I'm not really interested in politics.

LESSON 41

Bob: Or you could telephone the municipal office of your city or borough.

Mohammed: Borough?

Bob: Like here in Toronto — North York or Scarborough.

Mohammed: And?

Bob: Well, they offer recreation programs. Just ask for the recreation department. They'll tell you the location of skating rinks, swimming pools, tennis courts, and a variety of evening courses.

Mohammed: You mean like the courses at the "Y"?

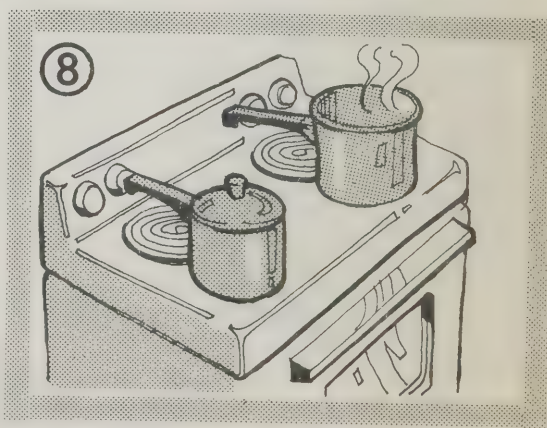
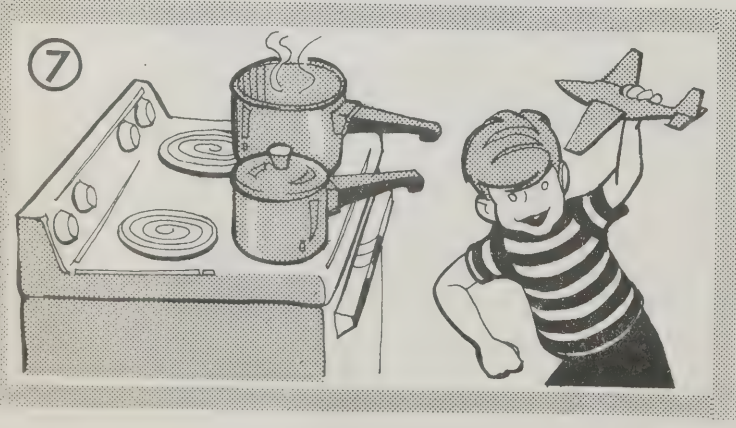
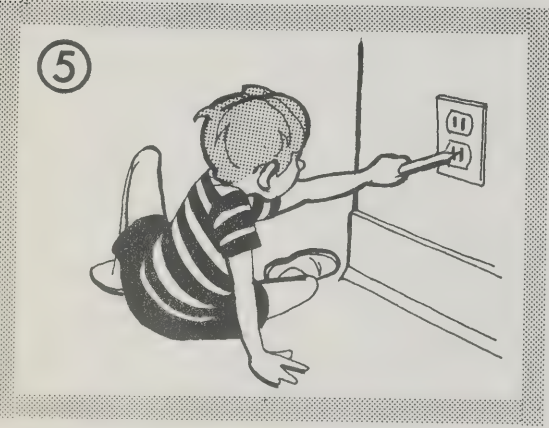
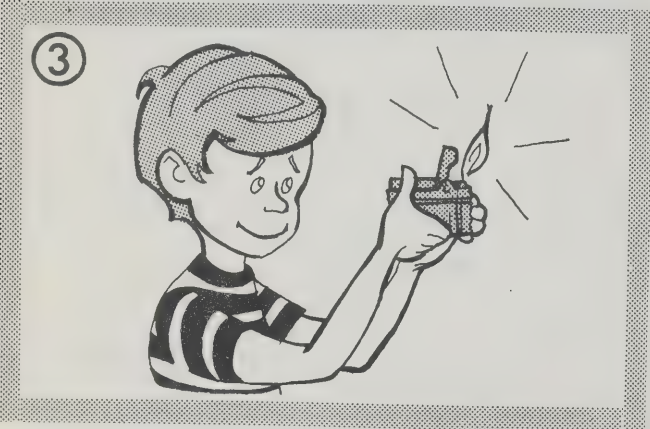
Bob: Yes, and the Board of Education runs evening courses too. They have things like sewing, carpentry, art, conversational French, mathematics — quite a wide variety.

DISCUSSION — Recreation in this city "could" — to show possibility

Ask the class about their particular interests. Adapt the following questions to suit these interests:

1. Where could you go in this city for tennis (swimming lessons, etc.)?
2. What other sports could you take up in this city?
3. Where could you go in this city if you wanted to dance?
4. Let's say that eating is your favourite pastime. If you wanted to try Chinese (Indian, Italian, etc.) food in this city, where could you go?
5. What other national foods could you sample in this city?

Lesson 42



Lesson 42

Reflexives

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – Fire Safety and Your Child (*Students Book page no. 136*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Don't let your child play with matches. He could burn himself.
- ② Don't let him play with lighted candles.
- ③ Don't let him play with lighters.
- ④ Don't let him put his fingers near the outlet. He could get a shock.
- ⑤ Don't let him put a metal object into the outlet.
- ⑥ Don't let him put a wet plug into the outlet.
- ⑦ Don't let him play near the stove.
- ⑧ Keep pot handles turned to the back of the stove.

● EXPLANATION

The reflexive pronoun is used in some cases when the object and the subject are the same person.

| Subject | | Object |
|------------|------------|----------|
| Your child | could burn | himself. |

The reflexive pronouns are:

| | | | |
|-----------|----------|------------|------------|
| I | myself | We | ourselves |
| You | yourself | You | yourselves |
| He | himself | They | themselves |
| She | herself | | |
| It | itself | | |
| One | oneself | | |

In English the reflexive is not usually used with the verbs below although in some languages it is:

| | |
|-----------|-----------|
| I woke up | I shaved |
| I washed | I dressed |

PRONUNCIATION NOTES

Have the students pronounce each of the reflexive pronouns. In the case of difficult consonant clusters such as, "lf", "ts", "lves", build up the word gradually.

1. el
2. elf
3. self
4. himself

1. it
2. self
3. itself

1. el
2. elv
3. elves
4. selves
5. themselves

Some students will intrude a vowel between the consonants of a consonant cluster. They will, for example, pronounce "selves" as two syllables "selv-es". In this case, show students that the teeth and lips continue to form the /v/ until the tongue gets into position to make the /z/ sound. Similarly, in the word "themselves", the lips are held together for the /m/ sound until the tongue gets into position for the /s/.

● **EXERCISE — "yourself"**

Students' books closed. Replace the names below by the names of people in your class.

1. John Tell down. Ask him a question.
Did you hurt yourself when you fell down?
2. Maria went to a party last night. Ask her a question.
Did you enjoy yourself at the party last night?
3. Louis was in the audience at a political convention yesterday. The TV cameras were there. Part of the audience was shown last night on the news. Ask Louis a question.
4. Bing has just dropped a lighted cigarette on his leg. Ask him a question.
5. Jean-Paul has just spilled some hot water on his arm. Ask him a question.
6. A radio announcer spoke to several people on the street yesterday. Spiros was one of them. Later these people were heard on a radio program. Ask Spiros a question.
7. Henry is wearing a Band-Aid on his face. Ask him a question.

WRITTEN EXERCISE

Students write the answers to the above exercise. (Students Book page no. 136)

RECALL EXERCISE — "himself", "herself"

Put cue words on the blackboard to help students recall the items in the above exercise (e.g. John — fell; Maria — party). Students make sentences in the following pattern:

John hurt himself when he fell down.

Maria enjoyed herself at the party last night.

● **EXPLANATION**

The reflexive pronoun is sometimes used to emphasize the subject.

Alice: John's wife shovelled the snow.

Mary: Why didn't John shovel it? or
Why didn't John shovel it **himself**?

● **EXERCISE — Reflexives used to emphasize the subject**

Replace the names below by the names of students in your class.

1. Henry's wife shovelled the snow.
Why didn't Henry shovel it himself?
2. Aldo's wife moved the furniture.
Why didn't Aldo move it himself?
3. Frank's wife washed his car.
4. Ky's wife changed his flat tire.
5. Jacques' wife painted the steps.
6. Martin's wife plastered the walls.
7. Anna's husband did the laundry.
8. Rosa's husband cleaned the oven.
9. Maria's husband cooked supper.
10. Teresa and her husband called a plumber to fix the faucet (tap).
11. Susan and her husband called a roofer to fix the roof.

PERSONAL EXERCISE — "myself"

When the engine in my car breaks down I don't fix it myself. I take it to a mechanic.

What do you do when your engine breaks down? Do you fix it yourself, or do you take it to someone?

What do you do when you get a flat tire? (when a button falls off your jacket, when a fuse blows, when your TV set breaks down, when a light bulb burns out).

● **READING — It's a Small World** (*Students Book page no. 137*)

An Iranian boy and his older brother worked in a European country for several years. In that country each resident had to register his new address at a special office whenever he moved.

One day the older brother decided to come to Toronto. Since the younger brother wanted to stay in Europe, the older brother made arrangements to come by himself. He said good-bye and promised to write.

He had not been here for very long when the younger brother changed his mind and decided to follow. He had not yet received his brother's Canadian address but he was sure that he would find him. He assumed his brother's

address would be the same as the one he had at home.

When the younger brother arrived in Toronto, he was very disappointed to find there was no way of locating his brother. He felt very lonely.

Several months passed by. The younger boy had started English classes and had made some friends. He was getting used to living by himself.

One morning he was walking along the street in a downtown rooming-house district. Suddenly he stopped. He couldn't believe his eyes. Across the street, coming out of a laundromat, was his brother!

● *Supplementary Section*

- by + the reflexive = alone

At coffee break he sits alone. = At coffee break he sits by himself.

EXERCISE — “by himself”

Jack is known as a “lone wolf”. That means he does everything by himself.

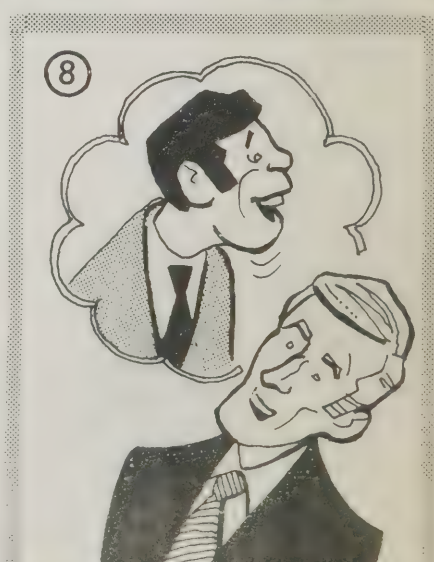
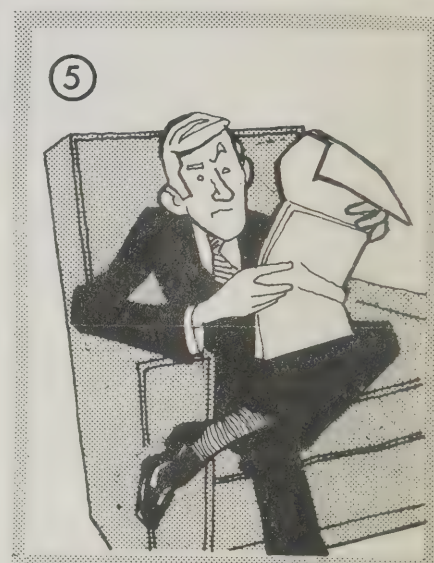
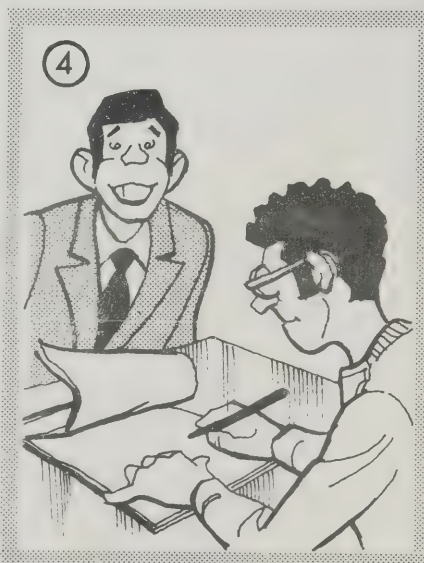
He eats by himself.

He drinks by himself.

He goes to movies by himself.

What else does he do by himself?

Lesson 43



Lesson 43

The use of "must" and "must have"
to show deduction

REVIEW

Students recall the Introduction in Lesson 42 — Fire Safety and Your Child.

● INTRODUCTION — The Door-to-Door Salesman (*Students Book page no. 139*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Bob:** Who's at the door, dear?
- ② **Karen:** It must be Mary. She said she was coming over at 10 and it's almost 10 now.
- ③ **Salesman:** I'm with the X Roofing Company and I can offer you the best and cheapest roofing in town.
- ④ Bob signed a contract in about five minutes.
- ⑤ That evening his cousin, a lawyer, came over and read the contract carefully.
- ⑥ **Cousin:** You're going to have to pay a lot more than you thought.
- ⑦ You must have signed that contract without reading the small print.
- ⑧ That salesman must have been a fast talker.

● EXPLANATION

"Must" has two uses. It can show **necessity**. (Lesson 5)

Every working person must have a social insurance number.

It can also show **deduction**.

Mary said she was coming at 10. It's almost 10 now.

The woman at the door must be Mary.

● EXERCISE — "must"

Students' books closed. Replace the names below by names of students in your class.

1. Mary has her hand on her forehead.
She must have a headache.
2. I didn't sleep at all last night.
You must be tired.
3. John drives a Rolls-Royce.
4. Peter wears something blue every day.
5. Jack is yawning.
6. I get headaches when I read.

7. Jack won the Ontario Tennis Championship.
8. George has been whispering all morning.
9. I didn't eat breakfast this morning.
10. John usually smokes a lot but he hasn't had one cigarette all day today.
11. Peter knows a lot of English but he still comes to class regularly.

RECALL DIALOGUE

For Procedure, see page no. 58.

Student 1: Alice must have a headache.

Student 2: What makes you think so?

Student 1: She has her hand on her forehead.

SUBSTITUTIONS

Students use items from the exercise above. If necessary, put cue words on the blackboard, e.g., rich, blue, sleepy.

● WRITTEN EXERCISE – Review of “wouldn't” (*Students Book page no. 139*)

Copy and complete:

1. John must have a lot of money. Otherwise he wouldn't drive a Rolls-Royce.
2. Peter must like brown. Otherwise ____
3. Mary must need glasses. Otherwise ____
4. George must have a sore throat. Otherwise ____
5. The teacher must be tired. Otherwise ____
6. Mary could get a job in any office. The job she has now is very tiring but she must like it. Otherwise ____

- For a deduction about the past we use “must have” + the past participle.

You must have signed that contract quickly.

Pronunciation Note: The auxiliary “have” receives weak stress.

Sometimes the /h/ is dropped. /mʌstəv/

● EXERCISE – “must have”

Students' books closed. Replace the names below by the names of students in your class.

1. Somebody asks you whether John went to Florida or Quebec on his holidays in January. When you saw John he had a tan. What is your answer?
He must have gone to Florida.
2. Somebody asks you whether John married Betty or Jane. You know that Jane is still single. What is your answer?
3. Somebody asks you whether John took French or Spanish at the university. When you saw him in Mexico he didn't even try to speak Spanish. What is your answer?
4. Somebody asks you if John got the raise he asked his boss for or whether he quit work. When you last saw him he was moving into a bigger apartment. What is your answer?

LESSON 43

5. Somebody asks you whether John bought a large car or a small one. When you last saw him he was complaining about spending too much money on gas. What is your answer?
6. Somebody asks you whether John hurt himself when he fell off the table at the Halloween party. When you last saw him he had a large bandage around his arm. What is your answer?
7. Somebody asks you whether John was in the army or navy during the war. You know that John is afraid of water. What is your answer?

● **READING — Cooling-off** (*Students Book page no. 140*)

John: I rang Bob's doorbell for about 10 minutes this morning until he answered.

Peter: He must have thought you were a door-to-door salesman.

John: I guess he doesn't like to be bothered by salesmen.

Peter: He had a bad experience with one last year. He signed a contract for roofing for his house. The salesman must have been a fast talker because he made the deal in about 10 minutes. John must have signed the contract without reading it carefully. He didn't realize how much he would have to pay.

John: He shouldn't have done that. In fact, he should have given it to a lawyer to read.

Peter: Well, his cousin, who's a lawyer, came over the next day. He read the small print.

John: Bob must have been pretty upset.

Peter: I'll say he was. His cousin called the Ontario Consumer Protection Bureau. They told him Bob could cancel the contract if he did so within two days and if he delivered the cancellation in person or sent it by registered mail. Those two days are called a "cooling-off" period.

John: He must have felt relieved.

Peter: He did, and he's careful about signing things now.

DISCUSSION

1. What should you do before signing a contract?
2. What should you do if there are blank spaces in the contract?
3. What should you ask for after you've signed a contract?
4. Bob shouldn't have signed with a company he didn't know. What should he have done? (You can call the Better Business Bureau to check on the reputability of a company.)
5. What's a "fast-buck operator", "a gyp artist", a "fly-by-night operation"?
6. Have you ever been a victim of a "fast-buck" operator?

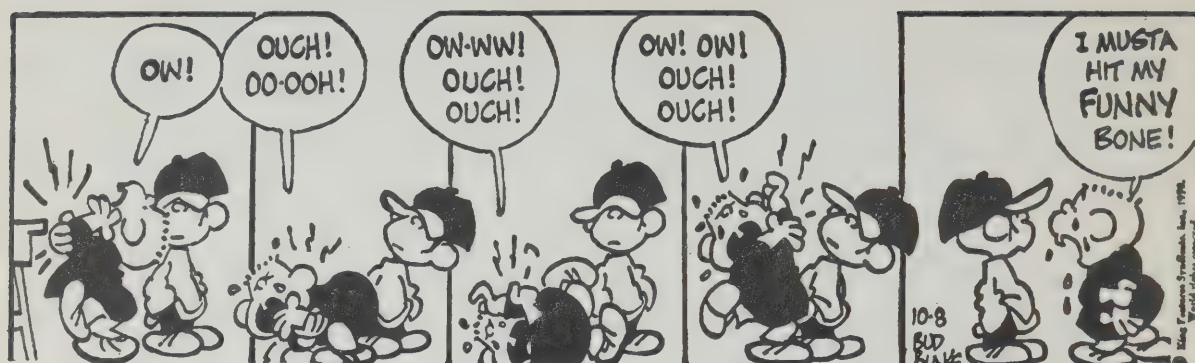
● **KEEP SMILING** (*Students Book page no. 141*)

Fabia Dollabella said she was 30 years old.

"That must be true," answered Cicero.

"I've heard that for 20 years."

● **TIGER** (*Students Book page no. 141*)



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● **Supplementary Section**

SONG — You Must Have Been A Beautiful Baby

● **TELEPHONE DIALOGUE**

A: May I please speak with John?

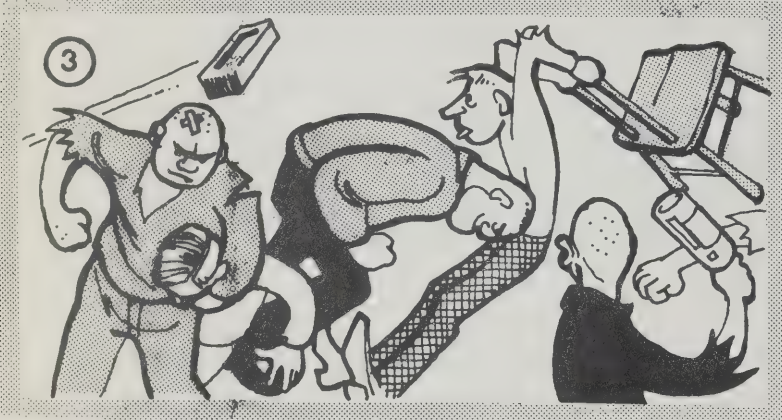
B: There's no John living here. You must have the wrong number.

A: Is this 787-4321?

B: No, it's 787-4421.

A: Oh, I'm sorry. Good-bye.

Lesson 44



Lesson 44

The passive voice with the present perfect tense, the present continuous tense, and modals

REVIEW

Students recall the Introduction in Lesson 43 — The Door-to-Door Salesman.

● INTRODUCTION — News Broadcast (Students Book page no. 143)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① Here is the City News.
- ② Last night a meeting of the Hanky Panky Society was broken up by a rival group.
- ③ Fighting broke out and several people were injured.
- ④ They were taken to hospital.
- ⑤ Two people were arrested on charges of assault.
- ⑥ One has been released on bail.
- ⑦ One is being held without bail.
- ⑧ They will be tried later this month.

● EXPLANATION

The passive voice was taught in Lesson 20, with past actions:

The Spartans **were attacked** by enemy soldiers.

and with predictions:

You **will be seen** leaving the camp.

In Lesson 41 it was taught with promises:

Your stove **will be fixed** tomorrow.

In Lesson 26, in the Reading, it was used with a habitual action.

The money **is added** to your account twice a year.

In Lesson 32 it was used with “need to”.

Don't the sleeves **need to be shortened**?

Active Voice

The police **arrested** two people.
 The court **has released** one person.
 The court **is holding** one person without bail.
 The judge **will try** them later this month.
 We need **to shorten** the sleeves.

Two people
 One person
 One person without bail.
 They later this month.
 They need

Passive Voice

| verb “to be” | past participle |
|-----------------|------------------|
| were | arrested |
| has been | released |
| is being | held |
| will be | tried |
| to be | shortened |

Notice that the object in the active voice is the subject in the passive voice.

● **EXERCISE — Questions in the passive voice**

Make up several questions based on each line of the Introduction, beginning with line 2. For example:

Was the meeting broken up by a rival group?

Who was the meeting broken up by?

When was the meeting broken up?

How was the meeting broken up?

WRITTEN EXERCISE

Students write one question based on each line of the Introduction.

DIALOGUE — The passive voice with present actions

— The passive voice with past actions (negative questions)

For Procedure, see page no. 58.

Student 1: Where's your car?

Student 2: It's being repaired.

Student 1: Wasn't it repaired last week?

Student 2: Yes, but it broke down again.

SUBSTITUTIONS

1. **TV** **repaired/fixed**
2. **new suit** **shortened**
3. **rug** **cleaned**
4. **hat** **blocked**
5. **couch** **recovered**

● **WRITTEN EXERCISE — The passive voice with modals**

— Review of "need to be done"

(Students Book page no. 144)

Read the following signs:

1.

NO PARKING. Cars will be towed away at owner's expense.
2.

Hard hats must be worn on this project.
3.

Dogs must be kept on a leash.
4.

Cameras may not be taken into the building.
5.

Cameras must be left at this desk.
6.

KEEP OUT. Trespassers will be prosecuted.

Put each sentence below into the passive voice:

1. You must wear safety boots on this project.
Safety boots must be worn on this project.

2. You may not take dogs into this building.
3. You should put two coats of paint on this wall.
4. You shouldn't wash this dress.
5. You should dry clean it.
6. We could shorten the sleeves.
7. You need to iron this dress.
8. You don't need to iron this shirt.
9. You don't need to shorten the sleeves.
10. You have to cook this meat for half an hour.
11. You have to cover it.

● **READING — Kidnappers Release Spencer** (*Students Book page no. 144*)

Silvania: Mr. Ian Spencer was released yesterday afternoon after being held for 25 days by kidnappers. He was driven to a friend's home by the same chauffeur he was with when he was kidnapped.

At 8 o'clock this morning Mr. Spencer appeared at the front door of his friend's home to make a statement to the press. There were 25 reporters waiting, some of whom had been standing there since the night before.

Mr. Spencer said: "I was treated very well. I hope this fact will be remembered when my kidnappers are judged. I was fed plenty of

protein and vitamins. I was also given carbohydrates in the form of my favourite candy, jelly beans."

Mr. Spencer was applauded by the reporters.

The kidnappers, all of whom have since been arrested, released Mr. Spencer voluntarily.

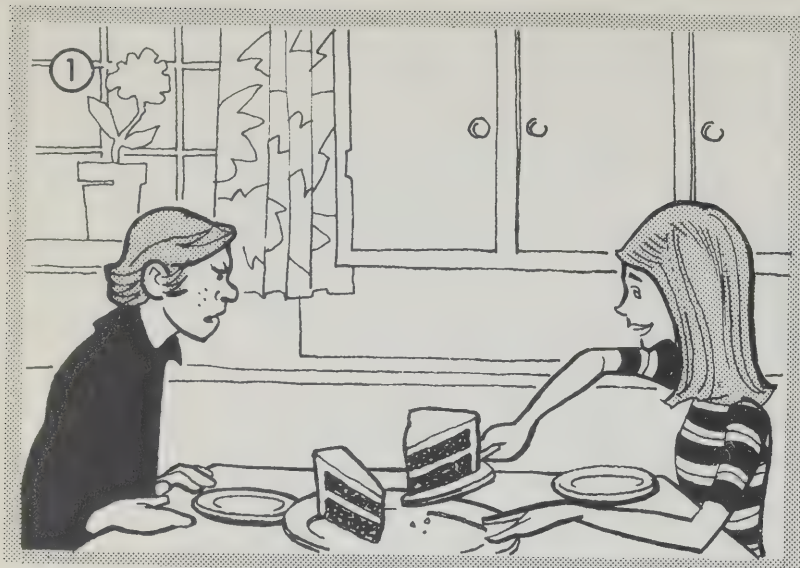
They had hoped to bargain with the government for the release of their relatives from jail, but they had lost heart and given in.

"We ran out of jelly beans," said one of the kidnappers when he was taken into custody.

Supplementary Section

1. *You might record part of a newscast to play in the classroom and to use as the basis of listening and oral exercises.*
2. *Students could be asked to listen to the evening news and then the next day play the role of an announcer broadcasting the news.*

Lesson 45



Lesson 45

I would have (done) if

REVIEW

Students recall the Introduction in Lesson 44 — News Broadcast

● INTRODUCTION — A Piece of Cake

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Johnny:** You've got bad manners!
- ② **Alice:** Why?
- ③ **Johnny:** You took the bigger piece.
- ④ **Alice:** If you had been in my place which piece would you have taken?
- ⑤ **Johnny:** I'd have taken the smaller piece, of course.
- ⑥ **Alice:** Well, that's what you have; so what are you complaining about?

● EXPLANATION

In the sentence below, the situation in the "if" clause is **past** and **unreal** or contrary to fact. (Johnny wasn't in Alice's place.) Notice the use of the past perfect form in this kind of "if" clause.

If I **had been** in your place I would have taken the smaller piece.

The modal "would" is sometimes contracted in speech.

If I had been in your place I'd have taken the smaller piece.

| Question | Short Answers |
|----------------------------------|------------------------------|
| Would you have taken that piece? | Yes, I <u>w</u> ould have. |
| | No, I <u>w</u> ouldn't have. |

| Possible situation in the "if" clause. | | |
|--|--------------------------------|--|
| Maybe we will capture your city, | and if we capture it | we will destroy it. we might destroy it. we could destroy it. |
| Unreal present situation in the "if" clause. | | |
| I don't have a million dollars, | but if I had a million dollars | I would sit back. I might sit back. I could sit back. |
| Unreal past situation in the "if" clause. | | |
| I wasn't in your place, | but if I had been | I would have taken the smaller piece. I might have taken the smaller piece. |

● **“Ifs and Buts” EXERCISE — “He would have if . . .”**

Students’ books closed.

Allen’s wife had to go out of town. Allen intended to do a lot of things while she was gone but he didn’t do any of them.

1. He would have painted the kitchen but he had a backache.
If he hadn’t had a backache he would have painted the kitchen.
2. He would have shovelled the snow but he couldn’t find the shovel.
**If he had found the shovel he would have shovelled the snow. or
If he had been able to find the shovel he would have shovelled the snow.**
3. He would have bought bread but he was tired.
4. He would have washed the dishes but there was no hot water in the tap.
5. He would have wished his mother-in-law a happy birthday but her line was busy.
6. He would have put the milk back in the fridge after he used it but he intended to use it again.
7. He would have polished his shoes but he couldn’t find the shoe polish.
8. He would have fixed the kitchen tap but he couldn’t find the pliers.
9. He would have put up some pictures but he couldn’t find the hammer.

Have students complete each of the following sentences:

10. *He would have shaved if . . .*
11. *He would have taken out the garbage if . . .*
12. *He would have fixed the roof if . . .*

WRITTEN EXERCISE

Students write answers to the above exercise. (Students Book page no. 146)

RECALL EXERCISE — “If you had (done) yesterday, now . . .”

When Allen’s wife came home Allen complained about some things.

1. The snow on the steps had frozen. Allen complained because there was ice on the steps. His wife said:
If you had shovelled the snow yesterday there would be no ice on the steps now.
2. Allen complained because there was no toast for breakfast. His wife said:
If you had bought bread yesterday there would be toast for breakfast now.
3. Allen complained because his wife served breakfast on paper plates. What did his wife say?
4. Allen complained because the milk was sour and he liked milk in his coffee. What did his wife say?
5. Allen complained because he didn’t have any clean shoes for work. What did his wife say?
6. Allen complained because the tap was dripping, and he couldn’t read. What did his wife say?

BUILD-UP SENTENCES

What did Allen complain about first?

Allen complained about the ice on the steps.

What did his wife tell him?

She told him that if he had . . .

Join both sentences.

When Allen complained about the ice on the steps, his wife told him that if he had . . .

You might have students make more build-up sentences in the same pattern as above, using some of the other items in the preceding Exercise.

● **READING — United Nations — on the Bloor Subway** (*Students Book page no. 147*)

ADAPTED FROM AN ARTICLE IN THE TORONTO STAR

If you're curious about the world and its people, take a ride on the subway.

But don't sit there doing what most people do — nothing.

Strike up a conversation. Your seatmate might be Portuguese or Chinese, South African or Jamaican, Greek or Filipino.

He might come from almost anywhere in the world, and he might be curious about you.

Perhaps nowhere in Metro are people of so many different nationalities jumbled together than on the subway, especially on the Bloor-Danforth line during peak morning and evening travelling hours.

Great Change

Perhaps you'll have time for only a fleeting comment on the weather with a Czechoslovak.

Maybe you'll have half an hour for an Irishman's personal statement on the latest flare-up back home. In fact, if a reporter hadn't been asking people where they were from, three passengers seated at the end of the car wouldn't have discovered they all came from Northern Ireland. So naturally they started talking.

A Star census between 6:30 and 8 o'clock last night on one subway car travelling between Islington station in the west and Warden station in the east suggested that perhaps 50 per cent of the passengers were natives of other countries.

From 16 Nations

The census recorded 16 nationalities and there were probably more that couldn't be recorded in the hustle and bustle of stops.

Many of the passengers indicated they had anecdotes and opinions to exchange — if only the other person would make the first move.

"They come from all over the world — it's really amazing," said a native Canadian intrigued by the variety.

"By and large, people keep to themselves," said a printer who came to Canada from South Africa 17 years ago.

"It's not unfriendliness," he said. "They're naturally shy, afraid of being rejected."

Such timidity, he suggested, might be a sign that "we Canadians are not as proud of our country as others are, the Americans, for example."

Another native Canadian said "people just don't give each other the attitude that they're approachable."

But, he recalled, "the other night a baby started crying. It broke the ice, and people started smiling at each other."

A Japanese Canadian who lives in Agincourt and spends an hour on the subway every workday, said "if they knew you would talk to them, people would. Nobody wants to make the first move."

Supplementary Section

SONG — Reuben And Rachel, in *Canada Sings*, Robbins Music Corp., New York.

The song contains — the present perfect continuous tense ("I've been thinking")
"would have"

DISCUSSION

Discuss some recent item in the news and ask students what they would have done in the same situation.

Lesson 46

“I wish you had (done)”

“You could have (done)”

REVIEW

Students dramatize the Introduction in Lesson 45 — A Piece of Cake.

RECALL EXERCISE

From the Exercise in Lesson 45, students recall all the things that Allen didn't do when his wife was out of town. For example:

Allen didn't paint the kitchen.

He didn't shovel the snow.

● EXERCISE — “I wish you had . . .”

Students' books closed.

You read about Allen in Lesson 45, in the “Ifs and Buts” Exercise. There were a lot of things that Allen intended to do, but didn't do, when his wife was out of town.

1. He didn't paint the kitchen. When his wife came home she said:
I wish you had painted the kitchen.
2. He didn't shovel the snow. His wife said:
I wish you had shovelled the snow.
3. He didn't buy bread. What did his wife say?
4. He didn't wish his mother-in-law a happy birthday. What did his wife say?
5. He didn't wash the dishes. What did his wife say?
6. He didn't put the milk back in the fridge. What did his wife say?
7. He didn't fix the kitchen tap. What did his wife say?
8. He didn't put up the pictures. What did his wife say?

WRITTEN EXERCISE

Students write the answers to the above Exercise. (Students Book page no. 148)

● DIALOGUE — “You could have (done)”

For Procedure, see page no. 58.

Wife: You should have **shovelled the snow**.

Allen: I would have but I couldn't find the shovel.

Wife: You could have borrowed a shovel.

SUBSTITUTIONS

1. **bought bread**
2. **washed the dishes**
3. **wished my mother a happy birthday**
4. **fixed the kitchen tap**
5. **put up the pictures**

● **READING — A Lady** (*Students Book page no. 148*)

Mother: Let's have a look at these old photos.
 Children: Who's that beautiful girl in the first picture?
 Mother: That was me when I was young.
 Children: Who's that handsome man you were with?
 Mother: Oh — nobody really; just a duke.
 Children: A duke! Why didn't you marry him?
 Mother: He wasn't my type.
 Children: But — if you'd married him you would have been a duchess!
 Mother: Look — here's another picture of me.
 Children: Who's that handsome man you were with?
 Mother: Oh — nobody really; just a count.
 Children: A count! Why didn't you marry him?
 Mother: He wasn't my type.
 Children: Oh, you could have been a countess.
 Mother: Yes, if I had married him, I would have been a countess. Look — here's another picture of me.
 Children: Who's that handsome man with you?
 Mother: Oh — nobody really; just a lord.
 Children: A lord! Why didn't you marry him?
 Mother: He wasn't really my type.
 Children: Oh, you could have been a lady.
 Mother: What do you mean — I **could** have been a lady! I **am** a lady.

Supplementary Section

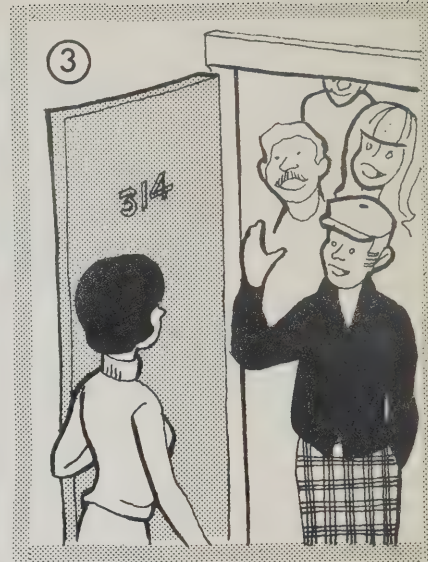
SONG — "I Could Have Danced All Night" from the musical, *My Fair Lady*.

● *Additional Section*

● **EXERCISE — "You could have (done)"**

1. John was cracking nuts with his teeth. Luckily he didn't break a tooth but his girlfriend got angry. She said:
You could have broken a tooth.
2. John dived into a pool with only a few feet of water. Luckily he didn't hurt himself but his girlfriend was angry when he came out of the pool. What did she say?
3. John drove 100 miles an hour on Highway 401 to Montreal with his girlfriend. Luckily they didn't have an accident but his girlfriend was angry. What did she say when they got out of the car?
4. John insulted his boss one day. Luckily he wasn't fired. What did his girlfriend say when he told her what had happened?
5. John left his car in a No Parking zone. Luckily he didn't get a \$20 ticket. What did his girlfriend say when they drove off?

Lesson 47



Lesson 47

Gerunds

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION — About Me (Students Book page no. 151)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① I love eating breakfast in bed,
- ② but I hate having bread crumbs in the bed.
- ③ I like it when people drop in on the weekend,
- ④ but I don't like it if they stay until supper.
- ⑤ I'm getting used to living in a big city,
- ⑥ but I'll never get used to Canadian winters.
- ⑦ I'm not afraid of flying,
- ⑧ even though I'm afraid of heights.

● EXPLANATION — Gerunds

Whenever a verb follows a preposition, the verb is in the “ing” form. This “ing” form is called a **gerund**. The following sentences are taken from earlier lessons:

I'm not afraid of **flying**.

George thought seriously about **buying** on credit.

I don't believe in **buying** now and **paying** later.

George was thinking of **buying** a couch.

After **reading** the article, George decided to wait.

Pierre was charged with **driving** 46 miles an hour.

The Browns left for their vacation without **canceled** the newspaper delivery.

This rule only includes “to” when it is a preposition. Sometimes “to” is part of the infinitive.

I want **to study** French.

For more examples of the gerund, see the Reading in this lesson.

Like a noun, a gerund can be a subject:

Swimming is good exercise.

an object of a verb:

I love **eating** breakfast in bed.

I hate **having** bread crumbs in the bed.

Do you mind **waiting**?

an object of a two-word verb:

I'm getting used to **living** in a big city.

Pierre will have to give up **going** out every night.

an object of a preposition:

I'm not afraid of **flying**.

PERSONAL EXERCISE — Gerunds

Starting with Picture 1, have students tell you what they love doing, hate doing, like, don't like, etc.

● EXERCISE — “Instead of . . . ing”

I had a terrible day yesterday. My mind wasn't on what I was doing.

1. I should have woken up at 7:30.
Instead of waking up at 7:30, I woke up at 8:30.
2. I should have taken the Avenue Rd. bus.
Instead of taking the Avenue Rd. bus, I took the Bay bus.
3. I should have gone north.
4. I should have put a bus ticket in the box.
5. Then I took a bus going south. I should have gotten off at College St.
6. I had an important meeting. I should have gotten there by 9 o'clock.
7. When it was my turn to speak, I should have spoken in French.

WRITTEN EXERCISE

Students write answers to the above Exercise. (Students Book page no. 151)

RECALL EXERCISE — Review of “I should have (done)”

Students recall the items from the above Exercise, making sentences in this pattern:

- I should have woken up at 7:30, but instead of doing that I woke up at 8:30.**
I should have taken the Avenue Rd. bus, but instead of doing that I took the Bay bus.

FREE RESPONSE EXERCISE — Review of “without . . . ing”

Replace the names below by the names of students in your class.

1. When Anna's husband went to work this morning he was in a big hurry. He rushed out the door. Anna was upset. Why?
Her husband left without kissing her goodbye.
2. My friend left Canada. I was upset. Why?
He left without saying goodbye.
3. Yesterday was a rainy day. Some people came to visit me yesterday. They were wearing boots. Why was I upset? (How did my guests come in?)
4. John was in a hurry. He rushed out the door and went to work. A burglar stole his TV set. How did that happen? (How did John leave in the morning?)
5. Maria was in a hurry. She rushed out the door. When she came home she couldn't get in. Why? (How did she leave in the morning?)
6. George was in a terrible hurry. He rushed out the door. When he got to the corner he turned around and came back. He went straight to his clothes closet. Why? (How did he leave in the morning?)

● **READING — Common Sense** (*Students Book page no. 152*)

Two men shared a hospital room. One was old, the other a young man of 20. Both were suffering from the same injury — a dislocated shoulder.

An intern came in to examine them. First he examined the young man. He twisted the injured arm back and forth, while the young man screamed, and almost passed out from pain. The intern apologized for causing him so much discomfort.

“I don’t blame you for complaining” he said, and went on to the old man.

The old man received the same kind of examination. However, instead of screaming and shouting during the examination, he sat quietly with a smile on his face. He seemed interested in watching the intern.

When the examination was over and the intern was gone, the 20-year-old turned to the old man.

“I’m amazed at you,” he said. “I’ve never seen anyone capable of standing such pain.”

“It’s not a question of standing pain,” said the old man. “It’s a question of common sense. Do you think I was foolish enough to let the intern examine my injured shoulder?”

PREPOSITION EXERCISE

Have students look carefully at the Reading above, and help you make a list on the blackboard of prepositions and the verbs or adjectives which they follow. For example:

| | |
|----------------------|-------------------------|
| suffer from | be interested in |
| apologize for | be capable of |

Give the class a few minutes to study the list, then erase it from the blackboard. Hand out copies of the Reading from which the prepositions have been omitted. Students fill in the correct prepositions.

● **WRITTEN EXERCISE** (*Students Book page no. 152*)

Complete the following sentences with a noun or gerund:

1. This country is suffering from ____.
2. Once I almost passed out from ____.
3. My friend apologized to me for ____.
4. I don’t blame ____ for ____.
5. I am interested in ____.
6. I am (not) capable of ____.

● **KEEP SMILING** (*Students Book page no. 152*)

Be careful about lending money to a friend. It may damage his memory.

A counterfeiter is a man who gets into trouble by following a good example.

Lesson 48

Be used to
Get used to

REVIEW

Students recall the Introduction in Lesson 45 — About Me.

● EXERCISE — “He’s not used to . . .”

Students’ books closed. Replace the names below by the names of students in your class.

1. George drinks very little wine. Last night he drank three glasses of wine and fell asleep.
He’s not used to drinking a lot of wine.
2. Bill ate a very large meal last night. Then he had a stomach-ache.
He’s not used to eating a lot at once.
3. George went to the Y this morning to do some exercises. After five minutes he was exhausted.
4. Mary got up at six o’clock this morning. Now she can’t keep her eyes open.
5. Anna practised the piano. After 10 minutes her fingers hurt.
6. Martin is taking out a girl tonight. He’s very nervous.
7. Susan went dancing last night. After half an hour her leg muscles hurt.
8. John gets very confused when he has to use Canadian money.
9. Henry used the subway this morning. He got very confused.

PERSONAL DIALOGUE

For Procedure, see page no. 58.

Student 1: I’m not used to **doing exercise.**

Student 2: **I haven’t exercised in years.** or **You should join the “Y”.**

SUBSTITUTIONS

Students make their own.

● READING — From Mad Magazine (Students Book page no. 153)

© 1970 BY E. C. PUBLICATIONS, INC.

The Student’s Book has two additional cartoons which are missing from this page.

YOU NEVER REALLY GET USED TO . . .

ARTIST: PAUL COKER, JR.

WRITER: TOM KOCH

YOU NEVER REALLY GET USED TO . . .



... the scrunchie sound that big black bugs make when you step on them!

YOU NEVER REALLY GET USED TO . . .



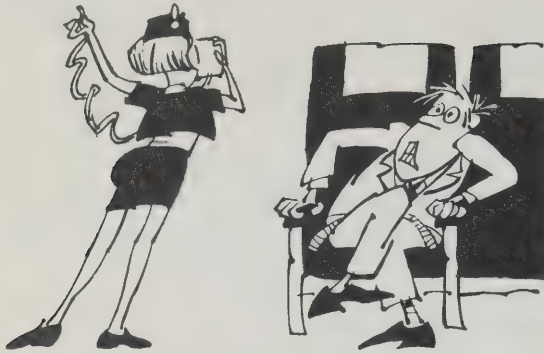
... discovering that first tiny scratch on your brand new car!

YOU NEVER REALLY GET USED TO . . .



... trying to carry on a casual conversation with a nun!

YOU NEVER REALLY GET USED TO ...



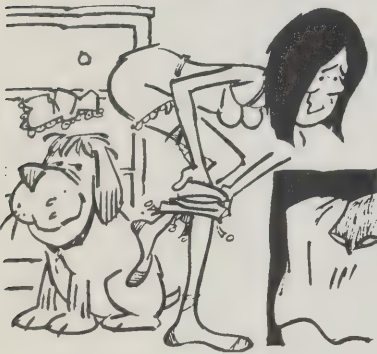
... watching an airline stewardess demonstrate how to use the emergency oxygen equipment!

YOU NEVER REALLY GET USED TO ...



... seeing a police car in the rear-view mirror, even when you know you aren't doing anything wrong!

YOU NEVER REALLY GET USED TO ...



... having a dog watch you get undressed!

YOU NEVER REALLY GET USED TO ...



... being informed that "the Dentist is ready for you, now!"

YOU NEVER REALLY GET USED TO ...



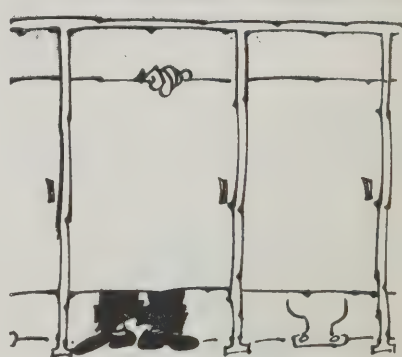
... throwing away junk mail that says you may have already won \$100,000!

YOU NEVER REALLY GET USED TO ...



... those new plumbing fixtures that control the water temperature with just one faucet!

YOU NEVER REALLY GET USED TO ...



... public rest room booths that cannot be locked from the inside!

THE MAD LOVE BOOK

ARTIST: PAUL COKER, JR.

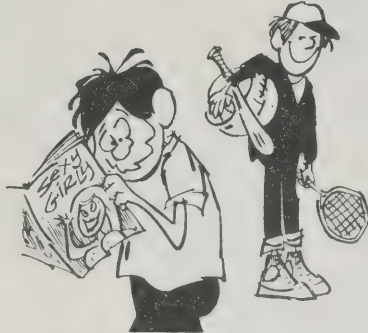
WRITER: GEORGE HART

DON'T YOU JUST LOVE ...



... getting flowers!

DON'T YOU JUST LOVE ...



... making a good trade!

DON'T YOU JUST LOVE ...



... getting a birthday card containing cash!

DON'T YOU JUST LOVE ...



... finding a parking meter with time left on it!

DON'T YOU JUST LOVE ...



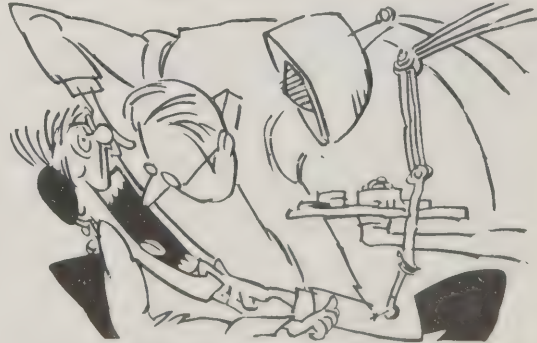
... having a good friend who's big!

DON'T YOU JUST LOVE ...



... when your teacher gets sick on the day of the big test!

DON'T YOU JUST LOVE ...



... going to the dentist and being told all you need is a cleaning!

DON'T YOU JUST LOVE ...



... the smell of a new car!

DON'T YOU JUST LOVE ...



... reading your name in the newspaper!

DON'T YOU JUST LOVE ...



... opening a jar no one else can!

DON'T YOU JUST LOVE ...



... getting a free sample of something!

DON'T YOU JUST LOVE ...



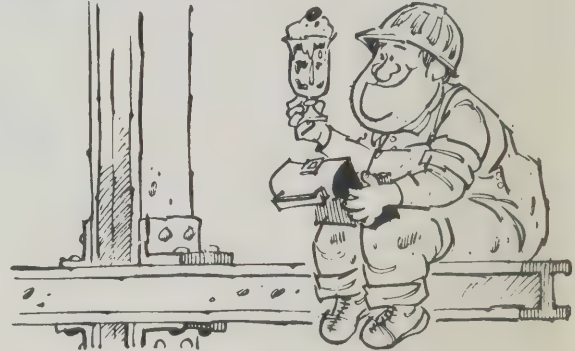
... discovering money in an old pocket!

DON'T YOU JUST LOVE ...



... squishing mud through your toes!

DON'T YOU JUST LOVE ...



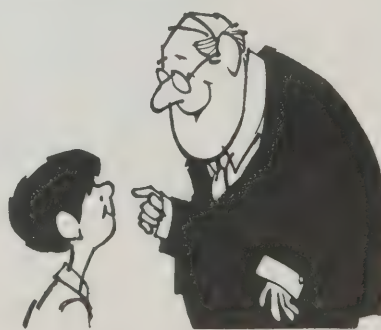
... getting a surprise in your lunch box!

DON'T YOU JUST LOVE ...



... when nobody else wants the last piece of pizza!

DON'T YOU JUST LOVE ...



... when told you look older than you really are!

DON'T YOU JUST LOVE ...



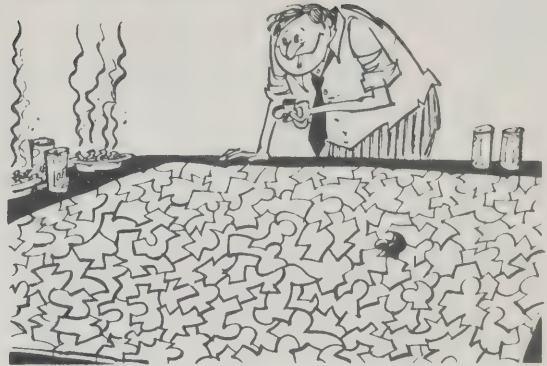
... being told you look younger than you really are!

DON'T YOU JUST LOVE ...



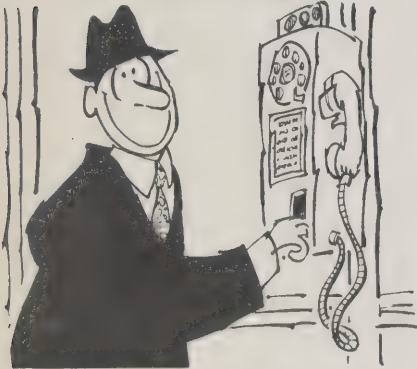
... being pampered while sick in bed!

DON'T YOU JUST LOVE ...



... finishing a picture puzzle!

DON'T YOU JUST LOVE ...



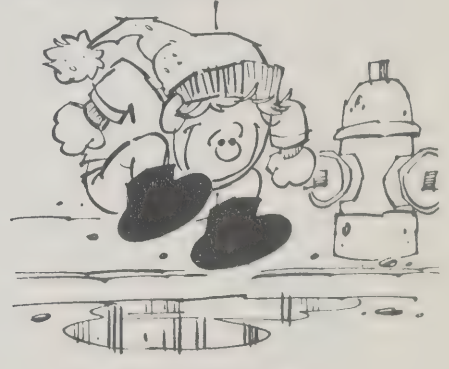
... finding money in a pay phone slot!

DON'T YOU JUST LOVE ...



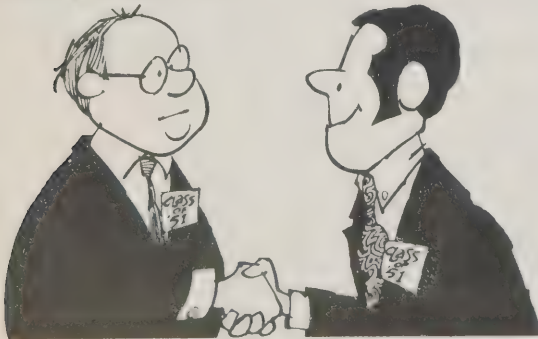
... having your back scratched!

DON'T YOU JUST LOVE ...



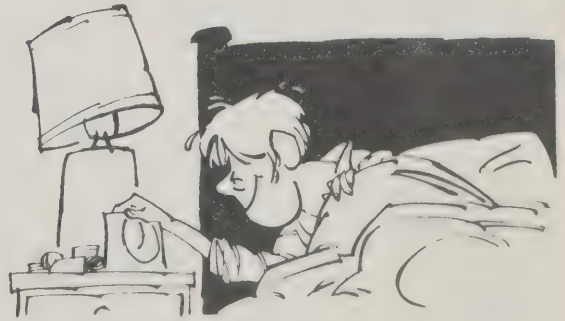
... cracking the ice on puddles!

DON'T YOU JUST LOVE ...



... meeting someone from your graduating class who looks much older than you!

DON'T YOU JUST LOVE ...



... getting up early for school, and suddenly remembering it's Saturday!

Lesson 49



Lesson 49

Used to

REVIEW

Briefly review a few earlier Introductions.

● INTRODUCTION – Mistaken Identity (*Students Book page no. 159*)

Stages: *Listening • Comprehension • Repetition • Reading • Recall*

- ① **Cathy:** I think I see Mary Black in the booth over there.
- ② She certainly has changed a lot.
- ③ She used to wear glasses.
- ④ She used to be a brunette.
- ⑤ She never used to eat in restaurants.
- ⑥ I wonder why she's eating French fried potatoes?
- ⑦ I know she's not supposed to eat fried foods.
- ⑧ **Fahrat:** You must need glasses. That's not Mary Black. That's the girl who works in my office.

● EXPLANATION – used to

She **used to** wear glasses. = In the past she wore glasses but she doesn't wear them now.

She **never used to** wear glasses. } = In the past she didn't wear glasses but now she does.
She didn't use to wear glasses. }

"Used to" is pronounced /yuwstə/.

● EXPLANATION – "(not) supposed to"

"Not supposed to" has a few meanings. Sometimes it means "not permitted to".

"She's not supposed to eat fried food." = She's not permitted to eat fried food.

"Supposed to" sometimes means "required to"

"She's supposed to drink a lot of milk." = She's required to drink a lot of milk. She needs a lot of milk.

"Supposed to" is pronounced /supowstə/.

PERSONAL

1. What are some of the things you used to do in your country of birth that you don't do here?
2. Is there anything you used to be able to do that you can't do now?
3. What are some of the things you used to love/hate to do when you were a child?

DIALOGUE — “used to”

For Procedure, see page 58.

Student 1: I used to **smoke three packs of cigarettes a day.**

Student 2: How many do you smoke now?

Student 1: Less than a pack.

Student 1: I used to **live on College Street.**

Student 2: Where do you live now?

Student 1: On Queen Street.

SUBSTITUTIONS

1. **need only five hours' sleep a night**
2. **work in a clothing store**
3. **play for the Intro soccer team**
4. **live with my sister**
5. **get up at 5 a.m.**

● EXERCISE — “used to”

Students' books open at page no. 159.

Bill has lived in Elite Apartments for two years. At first he was very happy with the management of the building.

1. The halls were always spotless.
2. The landscaping was beautiful.
3. The lobby was attractive (attractively furnished).
4. The superintendent made repairs the same day you called.
5. The management never bothered you if you were a few days late with your rent.
6. Pets were not allowed.
7. He never had noisy neighbours.

Lately everything has changed, and Bill is going to move out. He says:

The halls used to be spotless. Now there are marks everywhere.

What else does he say?

EXERCISE — “used to” vs. “to be used to”

Put the following two columns on the blackboard:

1

used to ———

He used to live in Hamilton.

He used to work on a farm.

He used to sleep in the living room.

He used to eat in “greasy spoons”.

2

to be used to ———ing

He's used to living in Hamilton.

He's used to working on a farm.

He's used to sleeping in the living room.

He's used to eating in “greasy spoons”.

Give the class the following directions:

If I say: “He used to live in Hamilton”, you say: “Where does he live now?”

If I say: “He's used to living in Hamilton”, you say: “How long has he been living there?”

Say sentences at random from the two columns above. Students respond as directed.

Later you could use these sentences for dictation.

● **READING — The Wrong Guy** (*Students Book page no. 160*)

David Green was taking a leisurely stroll down the main street of a resort town. Suddenly he spotted a middle-aged man on the other side of the street. He rushed across and extended his arm to shake hands.

David Green: Bill Miller, Bill Miller. I haven't seen you in more than 15 years — 18 years to be exact.

Man: I'm afraid you have the wrong man. I don't believe we've ever met.

David Green: Never met! What do you mean "never met"? We worked side by side in that box factory in New York City for two years.

Man: Not me. I've never been to New York City.

David Green: Well, you've certainly changed. Must have put on 20 pounds in the last 18 years.

Man: As a matter of fact, I weigh 165 pounds now and I weighed 165 pounds 20 years ago.

David Green: And the toupees they make nowadays. They certainly look real. When I knew you, you were as bald as a billiard ball.

Man: I am not bald, and this is not a toupee (tugging at his hair). Here, I'll show you.

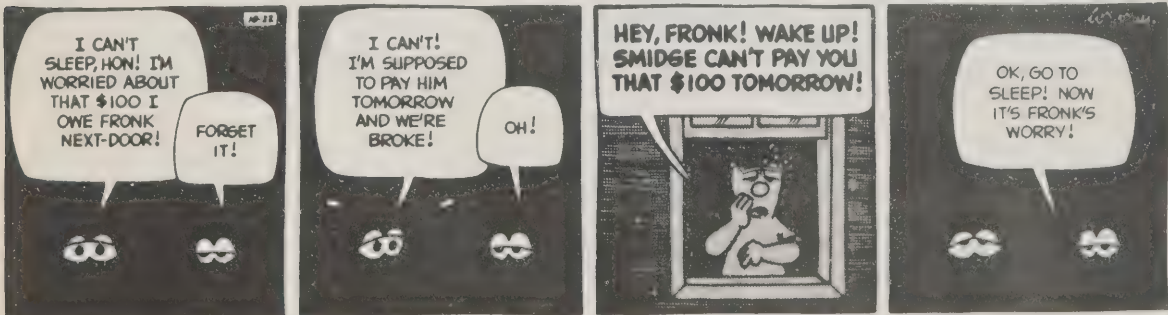
David Green: You've certainly changed your style of dressing. You used to be a conservative dresser, and look at the flashy suit you're wearing now.

Man: Look, I've had enough. I'm not the man you think I am. My name isn't Bill Miller. It's Sam Brown.

David Green: Sam Brown! You mean you've changed your name too!

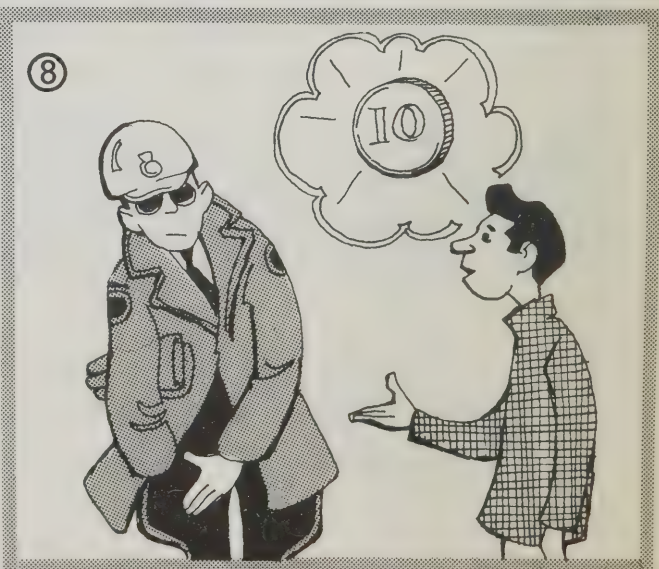
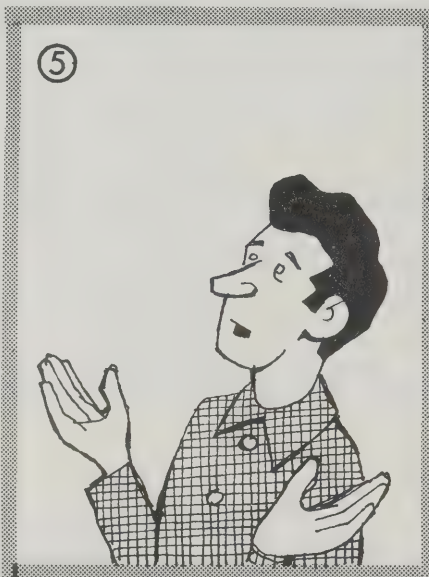
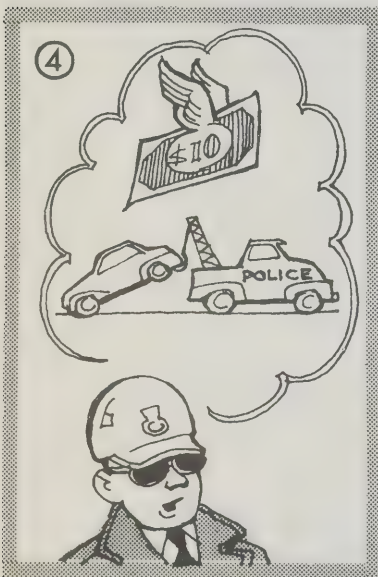
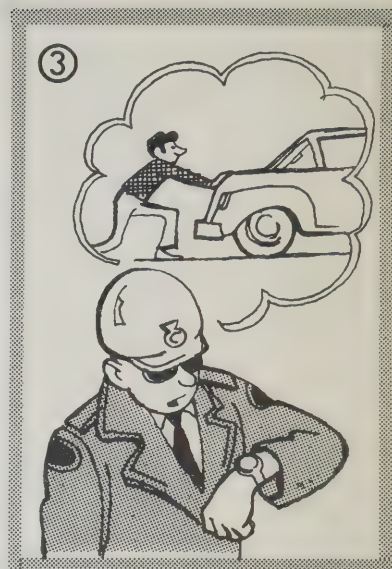
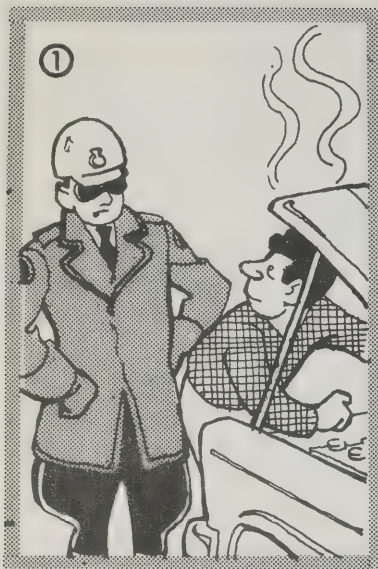
● **SMIDGENS** (*Students Book page no. 160*)

by bob cordray



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Lesson 50



Lesson 50

"I'll get/have something (done)"
The use of "should" to show probability

REVIEW

Students dramatize the Introduction in Lesson 49 — Mistaken Identity.

● INTRODUCTION — The Stalled Car (*Students Book page no. 162*)

Stages: Listening • Comprehension • Repetition • Reading • Recall

- ① **Policeman:** What's the problem?
- ② **Daniel:** My car has stalled.
- ③ **Policeman:** Can you get it moved before four o'clock?
- ④ Otherwise you'll get a \$10 ticket and your car will be towed away.
- ⑤ **Daniel:** How can I get it moved?
- ⑥ **Policeman:** There's a telephone booth across the road. Call up the XX Garage around the corner.
- ⑦ They should be able to get here in a hurry.
- ⑧ **Daniel:** All right. By the way, could you lend me a dime?

● EXPLANATION — "get/have something (done)"

"Get" and "have" are causatives.

| | | |
|--|---|---|
| Daniel is going to get the car moved . | = | Daniel isn't going to move the car himself. The car is going to be moved by the XX Garage. |
|--|---|---|

In more formal speech or writing, we use "have" instead of "get".

Daniel is going to **have** the car **moved**.

● EXERCISE — "had something done"

George hadn't seen his cousin for several months. Then he ran into her at the supermarket. He couldn't recognize her. She looked so different. When he got home, he spoke to his wife about her. "She looks like a different person," he said.

1. Her hair is straight now. His wife said:
Yes, she had it straightened a few weeks ago.
2. Her teeth look good now.
Yes, she had them capped last month.
3. Her hair is very short.
4. Her fur coat is much shorter.
5. Her nose is straight.

6. Her hair is lighter.
7. Her eyelashes are darker.
8. Even her car looks different. It's a different colour.

WRITTEN EXERCISE

Students write the answers to the above Exercise. (Students Book page no. 162)

RECALL EXERCISE — Review of “used to”

Students make more sentences in the following pattern, using items from the above exercise.

Her hair is straight now. It used to be curly.

Her teeth look good now. They used to look terrible.

PERSONAL EXERCISE

1. Do you wash your car yourself?
No, I get/have it washed at the XX Car Wash.
2. Do you launder your shirts yourself?
No, my wife launders them.
3. Do you set your hair yourself?
4. Did you shorten your trousers yourself?
5. Do you put on your licence plates yourself?
6. Do you sew on your own buttons?
7. Did you translate your school diploma yourself?
8. Do you repair your car yourself?
9. Do you shine your shoes yourself?

● EXPLANATION — “should”

Lesson 6 dealt with “should” to express **advisability**.

You should speak to my brother about a car. He was a car salesman.

“Should” is also used to express **probability**.

| | | |
|--|---|--|
| The XX Garage is just around the corner. They should be able to get here in a hurry. | = | They will probably be able to get here in a hurry. |
|--|---|--|

● EXERCISE — “should” vs. “might” vs. “will”

Students' books open at page no. 163.

Circle the correct word:

1. A letter usually takes two days to get from New York to Toronto. My cousin in New York mailed a letter to me on Monday.

It (will, should, might) be here on Wednesday.

LESSON 50

2. My friend's boss often calls him in for a long meeting at 5 minutes to 5. I invited my friend for dinner at 6.

He (will, should, might) be there at 6.

3. My brother has wanted to meet a certain girl for months. Yesterday she phoned him and invited him up to her place for a drink. He was very excited. What did he say?

I (will, should, might) be there in 10 minutes.

4. I took my coat in to the cleaners and told them that I had to have it for the next day. What did they say?

Don't worry. It (will, should, might) be ready tomorrow.

5. I put some meat in the oven at 8 o'clock before I went to work. That size roast usually takes two hours to cook. I gave my sister some instructions.

The meat (will, should, might) be done at 10 o'clock, but test it with a fork before you take it out.

6. My cousin has never worked on my kind of car before, but he is a very good mechanic.

He (will, should, might) be able to fix my car.

● **READING – XX Garage** (*Students Book page no. 163*)

Joe Miller runs the XX Garage and he is very proud of the service he gives. I spoke to him after he helped me with my stalled car, and this is what he had to say:

"I want my customers driving out of here with a safe car. I'm going to tell you a story. You might not believe it. A fellow came in here. He wanted a fender fixed. While I was looking at the fender I noticed his tires were badly worn. I told him he needed new tires.

'Don't worry about the tires,' he said. 'They don't bother me. Just fix the fender.'

'Sorry,' I said. 'I refuse to fix your fender until you've had new tires put on.'

Well, he left, but that was all right. I couldn't have fixed that fender and left the tires the way they were. It would have gone against my principles."

Appendix (Students Book page no. 164)

IRREGULAR VERBS

| SIMPLE FORM | PRESENT PARTICIPLE | PAST FORM | PAST PARTICIPLE |
|-------------|--------------------|------------------|------------------|
| be | being | was, were | been |
| become | becoming | became | become |
| begin | beginning | began | begun |
| bite | biting | bit | bitten |
| blow | blowing | blew | blown |
| break | breaking | broke | broken |
| bring | bringing | bought | brought |
| build | building | built | built |
| burn | burning | burned (burnt) | burned (burnt) |
| buy | buying | bought | bought |
| catch | catching | caught | caught |
| choose | choosing | chose | chosen |
| come | coming | came | come |
| cost | costing | cost | cost |
| cut | cutting | cut | cut |
| do | doing | did | done |
| draw | drawing | drew | drawn |
| dream | dreaming | dreamt | dreamt |
| drink | drinking | drank | drunk |
| drive | driving | drove | driven |
| eat | eating | ate | eaten |
| fall | falling | fell | fallen |
| feel | feeling | felt | felt |
| fight | fighting | fought | fought |
| find | finding | found | found |
| fly | flying | flew | flown |
| forget | forgetting | forgot | forgotten |
| get | getting | got | got |
| give | giving | gave | given |
| go | going | went | gone |
| grow | growing | grew | grown |
| hang | hanging | hung | hung |
| have | having | had | had |
| hear | hearing | heard | heard |
| hide | hiding | hid | hidden |
| hit | hitting | hit | hit |
| hold | holding | held | held |
| hurt | hurting | hurt | hurt |
| keep | keeping | kept | kept |
| know | knowing | knew | known |
| lead | leading | led | led |
| learn | learning | learned (learnt) | learned (learnt) |
| leave | leaving | left | left |

| SIMPLE FORM | PRESENT PARTICIPLE | PAST FORM | PAST PARTICIPLE |
|-------------------------|-----------------------------|--------------------------|--------------------------|
| l <u>e</u> nd | lending | l <u>e</u> nt | l <u>e</u> nt |
| l <u>e</u> t | l <u>e</u> tting | l <u>e</u> t | l <u>e</u> t |
| l <u>i</u> e | l <u>i</u> ying | l <u>a</u> y | l <u>a</u> in |
| l <u>o</u> se | l <u>o</u> sing | l <u>o</u> st | l <u>o</u> st |
| m <u>a</u> ke | m <u>a</u> king | m <u>a</u> de | m <u>a</u> de |
| m <u>e</u> an | m <u>e</u> aning | m <u>e</u> ant | m <u>e</u> ant |
| m <u>e</u> et | m <u>e</u> eting | m <u>e</u> t | m <u>e</u> t |
| put | putting | put | put |
| r <u>e</u> ad | r <u>e</u> ading | r <u>e</u> ad | r <u>e</u> ad |
| r <u>i</u> d | r <u>i</u> dding | r <u>i</u> d | r <u>i</u> d |
| r <u>i</u> de | r <u>i</u> ding | r <u>o</u> de | r <u>i</u> dden |
| r <u>u</u> n | r <u>u</u> nn <u>i</u> ng | r <u>a</u> n | r <u>u</u> n |
| s <u>a</u> y | s <u>a</u> ying | s <u>a</u> id | s <u>a</u> id |
| s <u>e</u> e | s <u>e</u> eing | s <u>a</u> w | s <u>e</u> en |
| s <u>e</u> ll | s <u>e</u> lling | s <u>o</u> ld | s <u>o</u> ld |
| s <u>e</u> nd | s <u>e</u> nding | s <u>e</u> nt | s <u>e</u> nt |
| s <u>e</u> t | s <u>e</u> tting | s <u>e</u> t | s <u>e</u> t |
| s <u>h</u> oot | s <u>h</u> ooting | s <u>h</u> ot | s <u>h</u> ot |
| s <u>h</u> ow | s <u>h</u> owing | s <u>h</u> owed | s <u>h</u> owed (shown) |
| s <u>i</u> ng | s <u>i</u> nging | s <u>a</u> ng | s <u>u</u> ng |
| s <u>i</u> t | s <u>i</u> tt <u>i</u> ng | s <u>a</u> t | s <u>a</u> t |
| s <u>l</u> ee <u>p</u> | s <u>l</u> ee <u>p</u> ing | s <u>l</u> e <u>p</u> t | s <u>l</u> e <u>p</u> t |
| s <u>m</u> ell | s <u>m</u> elling | s <u>m</u> elled (smelt) | s <u>m</u> elled (smelt) |
| s <u>p</u> ea <u>k</u> | s <u>p</u> ea <u>k</u> ing | s <u>p</u> oke | s <u>p</u> oken |
| s <u>p</u> en <u>d</u> | s <u>p</u> en <u>d</u> ing | s <u>p</u> ent | s <u>p</u> ent |
| s <u>p</u> rea <u>d</u> | s <u>p</u> rea <u>d</u> ing | s <u>p</u> rea <u>d</u> | s <u>p</u> rea <u>d</u> |
| s <u>t</u> an <u>d</u> | s <u>t</u> an <u>d</u> ing | s <u>t</u> oo <u>d</u> | s <u>t</u> oo <u>d</u> |
| s <u>t</u> ea <u>l</u> | s <u>t</u> ea <u>l</u> ing | s <u>t</u> ole | s <u>t</u> olen |
| s <u>t</u> ic <u>k</u> | s <u>t</u> ic <u>k</u> ing | s <u>t</u> uc <u>k</u> | s <u>t</u> uc <u>k</u> |
| s <u>w</u> im | s <u>w</u> im <u>m</u> ing | s <u>w</u> am | s <u>w</u> um |
| t <u>a</u> ke | t <u>a</u> king | t <u>o</u> ok | t <u>a</u> ken |
| t <u>e</u> ach | t <u>e</u> aching | t <u>a</u> ught | t <u>a</u> ught |
| t <u>e</u> ar | t <u>e</u> aring | t <u>o</u> re | t <u>o</u> rn |
| t <u>e</u> ll | t <u>e</u> lling | t <u>o</u> ld | t <u>o</u> ld |
| t <u>h</u> ink | t <u>h</u> inking | t <u>h</u> ought | t <u>h</u> ought |
| t <u>h</u> row | t <u>h</u> rowing | t <u>h</u> rew | t <u>h</u> rown |
| t <u>r</u> y | t <u>r</u> ying | t <u>r</u> ied | t <u>r</u> ied |
| understand | understanding | understood | understood |
| w <u>a</u> ke | w <u>a</u> king | w <u>o</u> ke | w <u>o</u> ken |
| w <u>e</u> ar | w <u>e</u> aring | w <u>o</u> re | w <u>o</u> rn |
| w <u>i</u> n | w <u>i</u> nn <u>i</u> ng | w <u>o</u> n | w <u>o</u> n |
| w <u>r</u> ite | w <u>r</u> iting | w <u>r</u> ote | w <u>r</u> itten |

